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Illustrations Courtesy of the Chicago Historical Society

The Calumet or Peacepipe Is Perpetuated by Calumet Avenue as Well as Calumet High School and Lake Calumet

THE INDIAN ORIGIN OF SOME CHICAGO STREET NAMES

VIRGIL J. VOGEL

KELLY HIGH SCHOOL

STUDY of the origin of place names offers a fascinating approach to local history. Often these names are associated with tribes, individuals, or events connected with the early history of a locality. Most of our Indian place names have a melodic sound which adds a touch of poetry to our maps. "Hiawatha" and "Winneconna" are not only pleasing to the ear; they are bits of Americana which deserve to be perpetuated.

Within the city of Chicago, at least ninety-four of our 1363 street names may be associated, directly or indirectly, with the first Americans. With the aid of various writings and the files of the City of Chicago's Bureau of Maps and Plats, which Superintendent Howard Brodman permitted the author to examine, it has

been possible to trace the original source of most of these names.

Indian names are not well distributed throughout the city. Norwood Park, on the far northwest side, has a preponderance of such names due to the fact that a recent subdivider favored such nomenclature. However, some of our principal streets, such as Wabash and Michigan, bear aboriginal names. Not all streets with Indian names have received their names directly from native sources. Chicora Avenue, to give one example, is named for a steamboat which sank in the lake in 1895, but this word came to us from the South Carolina Indians by way of the Spanish explorers. Where space does not permit tracing the complete history of

these names, we shall give only the original Indian source.

Of the ninety-four current Chicago street names discussed below, eighty are derived from Indian tongues, six from the English, six from the French, and two from the Spanish. All of them have, however, been associated in one way or another with the Indian inhabitants of this country. Forty-six are terms for places, things, or events; twenty-nine are the names of tribes; sixteen are the names of chiefs or other individuals; and three names honor the Indian "people."

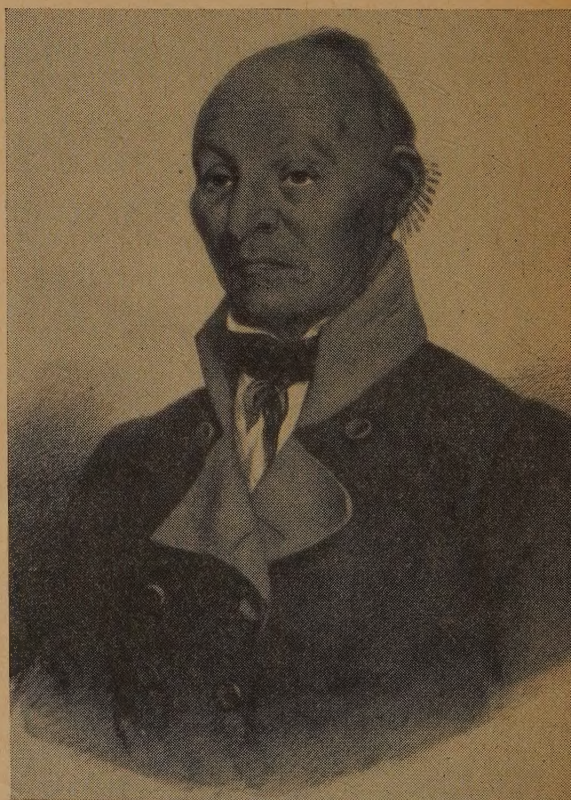
The list which follows can be used by teachers to heighten interest in both American and local history, as well as geography, and perhaps English. The teacher might list the Indian street names in the neighborhood of the school, and use these as a point of departure for arousing interest in the origin of those names. The Indian origin can then be related to the subject being studied. William Penn made a treaty with the Delawares; we have a street named for them. Massasoit befriended the Pilgrims, and we have made his name enduring. Pontiac, Potomac, and Mohawk are a few other street names connected with early American history.

Caldwell and Sauganash, two streets named for the same Potawatomi chief, supply an interesting starting point for local history. Wabansia and Winnemac are also named for local Indians. Of course, the origin of the names of our city and state are of particular interest as well. For geography classes, it can be brought out that four of the Great Lakes have Indian names which are repeated in our street names, not to mention cities, rivers, and states with aboriginal names which are also commemorated in our streets. Other names, such as Hiawatha, Nokomis, Minnehaha, Minnetonka; and Natoma, are related to literature or music.

The advantage of using an Indian theme as a means of creating interest in other fields is that young people generally

already possess a high interest in Indians. Movies and television have made the Indian a romantic figure, and prior to these inventions the Indian had assumed a prominent role in American literature of both the serious and the dime novel variety. This can be turned to advantage in the classroom.

There is much confusion over the spelling of Indian names, owing to the fact that the Indian languages used north of the Rio Grande were entirely spoken languages, having no written form. The confusion over spelling led to much corruption of the original words, which in turn produced uncertainty as to the meaning of the words themselves. The Europeans, when reducing these words to written form, utilized their own orthography, often an imperfect tool for recording Indian sounds. When whites wrote the Indian words in the manner most familiar to them, infinite variation arose.



Black Hawk, Chief of the Sauk and Fox Tribes

It made a great deal of difference whether Indian place names were first put in written form by the Dutch, the English, the French, or the Spanish. An interesting example of this is to be seen in the etymology of *Illinois*, which seems to have been derived from the name of a tribal confederacy in this region. Their name for man, in the singular, was *inini*, corrupted by the French to *illini*. (The latter term is often applied to University of Illinois athletic teams, as though it were a Latin plural, but it is in fact a singular word.) These Indians called themselves "men," that is, *ininiwek*. The *wek* was the plural ending. The French substituted their own plural ending, *ois*, for the Indian ending, and also replaced the first *n* by *ll*. Some sounds used by Europeans were unknown to certain Indian languages, as in the case of the "l" sound among this tribe.

It is easy to see how the variations of spelling thus arising might also lead to confusion of meaning. The name of the Chippewa (or Chippeway) tribe of our northern woods, for example, means "to roast till puckered up," while Chipewyan, the name of a group in Canada, means "pointed skins."

STREET NAMES OF INDIAN ORIGIN

Algonquin. The name of a large language group of Indian tribes which included the majority of Indians east of the Mississippi.

Blackhawk. Named for Black Hawk, chief of the Sauks and Foxes, residing in northwestern Illinois, who fought the whites in 1832.

Caldwell. Named for Billy Caldwell, the English name for Sagaunash, a Potawatomi chief, c. 1780-1841. This street runs northwesterly along the upper edge of Caldwell woods, now a forest preserve, which was given Caldwell as an individual reservation when he signed a treaty for the removal of his tribe.

Calumet. From the Indian pipe of peace; Norman-French form of literary French *chalumet*, a shepherd's pipe; also the name of a lake and river in South Chicago.

Catalpa. Named for a street in Philadelphia, which was named for the Catalpa tree, which in turn was named by either the Catawba or Creek Indians.



— Checagou, Chief of the Illinois Tribe

Chicago. There is more controversy arising over this name than any other. The Bureau of American Ethnology states that *shekagua* was the Sauk, Fox, and Kickapoo word for "skunk," and *shekakoheg* meant "place of the skunk." This was said to be derived from a legend of a large skunk which once lived along the shore of the lake, which was killed by hunters. Also *Checagou* (variously spelled) was the name of an Illinois chief about 1725. Early French maps published before 1700 show the name *Chekagou* applied to two streams now known as the Chicago and DesPlaines rivers. Schoolcraft in 1820 expressed the view that *Chicago* arose from *chi-kaug-ong*, the Algonquin expression for the place of wild onions. Such plants were then growing along the banks of the river. At least two other early observers support this contention. Hennepin wrote in 1699, however, that the Indians applied the name *Che-cau-gou* to the French Fort Crevecoeur near the present site of Peoria. E. Haines (1888) said the name may be derived from the Ojibway words *get-che-ka-go*, meaning "something great," or possibly *che-kah-go*, meaning, "to avoid, or forbear." In Potawatomi dialect, he adds, *choe-ca-go* means "destitute" or "got none." There was also a Sauk

chief named *Che-ca-gua*, meaning "he that stands by the tree" in that dialect. The Miamis, who lived at Chicago about 1700, used the word *se-kaw-kwarw* to designate a skunk. Still another possibility is that the name means "without trees," which would surely be an apt description of the locality. In Potawatomi, this would be expressed in *Tuck-Choc-ca-go*, and in Ojibway, *Mit-tick-ga-ga-go*.

Chicora. Name given by the Spanish in 1521 to the Yuchi and/or Catawba Indians of South Carolina.

Chippewa. Named for the Chippewa Indians of northern Michigan, Wisconsin, Minnesota, and North Dakota. Also called Ojibways. Meaning: "to roast till puckered up," possibly referring to their moccasins.

Delaware. Name given by the English to the Lenni-Lenape Indians who lived in the river valley of the same name, which was named for Lord De La Warr.

Dowagiac. Named for city and river of that name in Michigan. The word is Potawatomi for "scoop up," apparently referring to abundant fish in the river.

Erie. Named for Lake Erie, which was named for the Erie tribe of Indians living on its southern shore, who were known as the Cat People.

Escanaba. Algonquin for "flat rock." The name of a city in northern Michigan, near which limestone is mined.

Hiawatha. Named for the hero of Longfellow's poem of this name. Meaning, "he makes rivers." The historic Hiawatha was a Mohawk who in the 16th century helped form the Confederation of Five Nations, known as Iroquois.

Hickory. Handed down from the Powhatan Indians of Virginia, this word is a shortened form of *pawcohiccora*, the name of a food made from the nuts of this tree.

Huron. Named for Lake Huron, on the shores of which the Huron Indians lived. The name was coined by the French, to whom it meant an uncouth wretch. These Indians were later known as Wyandottes.

Illinois. Meaning "men." Corrupted from *illiniwek* by the French; a confederacy of Algonquin tribes living in this region.

Indian Road. So named because it runs along the southern line of chief Billy Caldwell's reserve.

Indiana. Named for the state of Indiana, which was named in honor of its former Indian inhabitants.

Indianapolis. For the state capital of Indiana, which was named in honor of the Indians.

Iowa. "Sleepy ones." The name of Siouan tribe formerly inhabiting the region now included in the state named for them.

Kenosha. Named for the city in Wisconsin. It is from the Chippewa word for "pickerel."

Kentucky. Although disputed, the most reliable authorities hold that the word means "meadow land" or "prairies."

Keokuk. A chief of the Sauk tribe who opposed Black Hawk's war in 1832.

Keota. Probably taken from Algonquin word *keahta*, meaning "the fire has gone out." Name of a small town in Iowa.

Kewanee. Chippewa dialect for "prairie hen." The name of a city in Illinois and a river in Wisconsin.

Kinzua. From *Kenzua* or *Kenjua*, meaning, in Algonquin, "the wild turkeys gobble." Taken from the name of a creek in Pennsylvania.

Kiona. A contraction of *Kionahaa*, for the Kiowa Indian tribe of the Southern Plains, now residing in Oklahoma.

LaCrosse. For the Wisconsin city. The word is the French name for a popular Indian ball game which was often played at that site.

Lehigh. For Lehigh, Illinois; also the name of a river in Pennsylvania and a variety of coal mined there. Derived from *lechua*, meaning "fork of a river," in the Delaware language.

Leoti. Meaning, "prairie flower." According to the file of the Bureau of Maps, the name given a white girl captured by the Wichita Indians.

Mackinaw. The Chippewa word for "turtle."

Manistee. Algonquin for "island in the river." Named for a city in Michigan.

Mankato. "Blue Earth." The name of a former band and village of Siouan stock who lived near the site of the present city in Minnesota. Also the name of a chief of that tribe who was killed in 1862.

Massasoit. "Great chief." The proper name of a principal chief of the Wampanoags, an Algonquin tribe of New England. He was the father of Metacom or King Phillip who waged war in 1676. Massasoit befriended the Puritans at Plymouth in 1621 and was invited to the first Thanksgiving feast along with ninety-nine braves. Massasoit also was the name of an early Chicago hotel.

Mendota. For the city of Mendota, Illinois. Dakota language for "the mouth of a river."

Menomonee. "The wild rice men." The name of a tribe in Wisconsin; also the name of a Potawatomi chief who headed a village of



Hiawatha, Minnehaha, and Nokomis, Seen (left to right) in This Illustration for Longfellow's Poem,
Have Had Chicago Streets Named after Them

the same name near Plymouth, Indiana, until 1836.

Merrimac. Named for the ironclad ship of the Confederacy. Also the name of a river in Massachusetts. The Pennacook Indians living on its banks were called "Merrimacs." Alleged to mean "sturgeon on swift water." Merrimac was also the name of an Ojibway chief who signed a treaty in 1805. His name meant "cat-fish."

Miami. Named for the Miami tribe of Indians, who lived at Chicago before the Potawatomi. Meaning: "People who live on the peninsula," corrupted from Maumee or Omaumee. Little Turtle, who defeated three American armies, 1791-94, was of this tribe.

Michigan. From the Algonquin term for "great water." A tribe of the Illinois confederacy visited by Marquette was called "Michigamea."

Milwaukee. Meaning, "fine land." Once a village of several bands of Algonquin stock on the Milwaukee river stood at the site of the present city of the same name.

Minnehaha. Heroine of Longfellow's epic poem, *Hiawatha*. Derived from Teton Dakota compound word for "laughing water."

Minnetonka. Meaning, "pond of water," or "lake," in Algonquin. A lake in Minneapolis immortalized in song by the composer Thurlow Lieurance.

Mobile. Named for city of Mobile, Alabama. The city is named for an Indian tribe formerly residing there.

Mohawk. Named for one of the Iroquois tribes formerly living near Albany, New York. Meaning is probably "man-eaters," or "savage, ferocious."

Monon. Named for the city of Monon, Indiana; but the origin and meaning of the word is uncertain, though acknowledged as Indian. *Monon* appears in the compound word *Monongahela*, the name of a river in Pennsylvania, which means "falling in banks."

Muskegon. For the city in Michigan. Derived from Chippewa word for "swampy" or "grassy bog." The word "muskeg" adopted



Navajo Indians, Now the Largest American Tribe

from the Indians by whites is used to refer to the same thing.

Narragansett. "People of the small point," a tribe who formerly lived around the bay of Narragansett in what is now Rhode Island. Roger Williams bought land for his colony from this tribe.

Natoma. Name of an Indian girl, given to an opera produced by composer Victor Herbert in 1911. The well known "Dagger Dance" was part of this opera, which was based upon an Indian theme.

Nashotah. Chippewa dialect for "twins," or a pair.

Natchez. Name of an Indian tribe whose principal village of the same name stood at present site of Natchez, Mississippi. Probable meaning: "the land between."

Navajo. Named for what is now America's largest Indian tribe, residing principally in northeastern Arizona. Word refers to a large area of cultivated lands.

Neenah. In Winnebago dialect, a branch of the Siouan linguistic group, the word means "water." Name of a city in Wisconsin.

Neola. Meaning, "maiden"; name of towns in Iowa and Kansas.

Niagara. Word originally applied to the river connecting Lakes Erie and Ontario, and not the falls. Meaning, in Iroquoian, is "bisected bottom land" or "the neck," referring to this river.

Nokomis. Named for Nokomis, Illinois. Algonquin word for "grandmother," the name was given to an elderly woman in Longfellow's *Hiawatha* epic.

Oconto. In Menominee dialect, "the place of the pickerel."

Ogallah. One of many spelling variations for an important branch of the Sioux or Dakota tribe. As *Oglala*, the meaning is to "scatter one's own." Red Cloud and Crazy Horse were famous chiefs of this band. The historian Francis Parkman lived with them in 1846.

Ohio. Meaning, "beautiful river," in the Iroquoian language.

Oketo. Name given by Yurok Indians of northwestern California to a lagoon and village. A town of identical name in Kansas was named for a head chief of the Otoe Indians, being shortened from Arkaketoh by settlers.

Onarga. Apparently Iroquoian for "a place of rocky hills."

Oneida. Named for the Oneida Indians, an Iroquois tribe. Apparently means "people of the stone."

Ontario. Iroquoian for "beautiful lake."

Osage. A tribe now residing in Oklahoma, famous for oil wealth. Former Vice-President Charles Curtis was descended from their chief Pawhuska. Osage means, in Miami dialect, "the neutral," or "the strong." The street is named for the *Osage Orange*, a hard-wood shrub.

Osceola. For the Seminole chief (1803-1838) who fought U. S. troops in Florida, and died a prisoner. Meaning, "rising sun."

Oshkosh. For the Wisconsin city. Name of a head chief of the Menominee tribe, c. 1795-1850, who fought for the British in the war of 1812. Meaning: "hoof," "claw," or "nail."

Oswego. For city in New York, which in colonial days was site of English fort and trading post. Onondaga (Iroquoian) dialect for "small water flowing into that which is large," or possibly, "where the valley widens."

Otsego. For city and county in New York. Iroquoian origin; varying explanations include "beautiful lake," "bodies of water," and "welcome waters."

Ottawa. For the Ottawa tribe of Indians, once living in Michigan: "the traders." Pontiac was their famous chief.

Ozark. For the Ozark Mountains. Name was given by the French to the Quapaw Indians in Arkansas, derived from *aux arcs*, meaning, "with bows."

Pensacola. Choctaw word for "hair (or hairy) people." Name of extinct tribe once living in Florida near site of city now named for them.

Peoria. For city of Peoria, which is named for Peoria Indians, one of the tribes in the Illinois confederacy. The word is corrupted and explanations vary. "He who comes carry-

ing a pack on his back" is the definition of the Bureau of American Ethnology.

Peshigo. A town in Wisconsin, also the name of adjoining river. One authority says it is Menominee dialect for "snapping turtle," while a local source claims that it means "wild goose river."

Pontiac. For the great chief of the Ottawas who led Indian uprising of 1763-4; born about 1720, killed in 1769 at St. Louis.

Potomac. The name of a river, a village, and a tribe of the Powhatan confederacy in Virginia, described by John Smith in 1608. Algonquin dialect for "something brought."

Pueblo. Spanish word for "village." Name applied to several tribes living in adobe villages in southwest, and has thus become synonym for both the villages and their inhabitants, including Hopi, Zuni, Acoma and other tribes.

Saginaw. In Algonquin, "mouth of a river." Name of village once occupied by Sauk Indians in Michigan, and possibly named for them. Sauk means "people of the yellow earth." Ottawa and Chippewa residents of village site at later date were called "Saginaw" Indians.

Sangamon. Named for Sangamon river and county in Lincoln land. Probably a corruption of *sagamo* (chief) a word in some Algonquin dialects. Early gazeteers show name as *sangamo*.

Sauganash. Potawatomi word for Englishman or white man, applied to the half-breed otherwise known as Billy Caldwell. This street borders Sauganash or Caldwell woods, a reservation once owned by that chief.

Seminole. Name of Florida tribe once belonging to Muskogee or Creek confederacy. Word is Creek for "separatist" or "runaway," so given because they detached themselves from their brethren in late 18th century. Osceola was a famous Seminole chief.

Seneca. Name of westernmost tribe of Iroquois in New York state. Apparently corrupted from an Indian word meaning "place of the stone," according to the Bureau of Ethnology.

Sioux. Name of largest group of Plains Indians, called Dakota by themselves, and *Nadoeisiw* ("enemy") by the Chippewa. French corruption of this, *Nadwessioux*, was shortened to Sioux. Some believe the word means "wanderers," as Sioux were nomadic.

South Chicago. See Chicago.

Spokane. Name of city in Washington state, derived from a tribe of Indians living on river of that name who were visited by Lewis and Clark in 1805. The city file says the word means "children of the sun."

Tahoma. From Tacoma or Takoma, meaning "almost to heaven" or "tall peak," a name given Mount Rainier by Indians of Northwest. The citizens of Tacoma, Washington, still call the mountain by its Indian name.

Wabansia. From *Waubansee*, meaning "dim daylight." A Potawatomi chief who guarded Kinzie family after Fort Dearborn massacre. A stone chiseled to represent him once stood in Fort Dearborn and is now at the Chicago Historical Society. Died 1846.

Wabash. From river of same name in Indiana, called by the Indians *Wabashiki*, meaning "gleaming white." Also applied to a confederacy of Algonquin tribes living on the river, who were mentioned by LaSalle as "Oubashi."

Waseca. For towns in Illinois and Minnesota. Probably derived from *washecha*, Dakota for "red earth."

Washtenaw. "The place of the round, or curved channel." The Algonquin name for Detroit, the location of which fits the term.

Waukesha. For the city in Wisconsin. The man who selected the name to designate a



Keokuk, Chief of the Sauk Tribe

county, Joshua Hathaway, said it was Potawatomi dialect for "fox."

Winona. Named for Winona Tister, daughter of a local land owner, in 1869. The name of a city in Minnesota. Santee (Eastern) Sioux dialect for "first born child" if a girl. A Sioux village of this name once stood on site of the present city. Name is also used in legend of Sioux maiden who committed suicide because her relatives sought to compel an unwanted marriage.

Winnemac. A variation of *Winamac*, meaning "catfish." He was a principal chief of the Potawatomi and one of signers of the Treaty of Greenville (1795), which surrendered the site of Chicago to the government. He fought in battle for Tippecanoe (1811), joined the British in the War of 1812, and was killed by a Shawnee chief who sided with the Americans. Winnemac Park on the north side is also named for him.

Winneconna. Possibly derived from *Weenkan-ing*, Algonquin for "place where marrow is obtained," according to one authority, in giving source of name of Winneconne, Wisconsin. Possibly also derived from *Winna-kenozzo*, for the Miniconjou band of the Sioux. The city file says the word means "dirty place" but gives no sources.

Winnebago. Named for the Winnebago tribe, the only tribe of Siouan language in this area, which formerly inhabited southwestern Wisconsin. In Sauk dialect, the name means "people of the filthy water."

Wisconsin. Named for the river and state. Originally written by French explorers as *Ouisconsin* and applied to chief river of that region. Thought to have come from Sauk word translated as "wild rushing channel." Chippe was called the river *Weeskonsan*, signifying "the gathering of the waters."

PRE-PRACTICE—A COOPERATIVE VENTURE

PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

VARIED resources of the Chicago Teachers College have recently been drawn together into a single course designed to prepare pre-service teachers more effectively for the field experiences to follow. A number of persons and departments are involved formally and informally in this connection. The results of such participation have been reflected in increased interaction and greater understanding in a common cause.

Education 222, Principles of Teaching, is perhaps most accurately defined as a methods offering. A major function, however, is to show the universality as well as the special differences in the methods employed in the various areas of instruction. It is a meeting ground for evaluating and sharpening concepts developed previously during the study of the history and philosophy of education, the theories of

learning, and current findings concerning growth and development of children. The purpose, however, is not that of review, but rather of fusion resulting from functional application. From the more abstract levels of generalization and discussion evolve practical guideposts for classroom and school situations.

General objectives of education are springboards for the derivation of the more immediate classroom goals. These goals are selected on the basis of behavior changes desired in the children and require the careful selecting and devising of appropriate activities for the classroom. Teachers in-training often find it difficult to envision classroom activities involving things other than the assign-read-test routine; therefore it is necessary that a broad perspective of possibilities be explored.



Designs by John Emerson

Group Techniques Are Employed for Effective Presentations

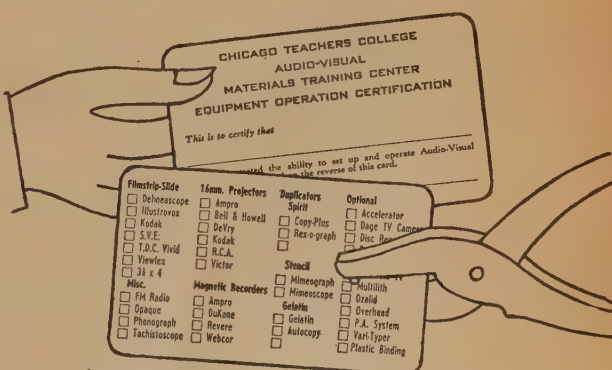
INSTRUCTIONAL MATERIALS ARE EMPHASIZED

Concurrent with the rationale explained, is the concentration on the importance of instructional materials. The stand is taken that teaching and learning materials include all book and non-book items. Criteria for electing to employ certain devices or techniques are based upon the principle of using the particular available means which will do the best job.

Attention is given to the development of skills in the operation of audio-visual machines; however these machines are not employed for "fad" purposes or in an attempt to be "modern." Demonstrations of the projectors, recorders, public address systems, and duplicators are given in the classroom to illustrate possible multi-purpose instructional applications. Semi-technical information about the equipment provides background for ordinary trouble-shooting. Procedures for locating and ordering films and filmstrips are included. At the same time, each student has a scheduled period each week in the Audio-Visual Materials Center. Here, four trainees are assigned to a single laboratory assistant for concentrated instruction designed to develop skills in the operation of motion picture projectors, FM receivers, and phonographs. If time

and aptitude permit, other units are taken up as listed on the A-V Checkout Card.

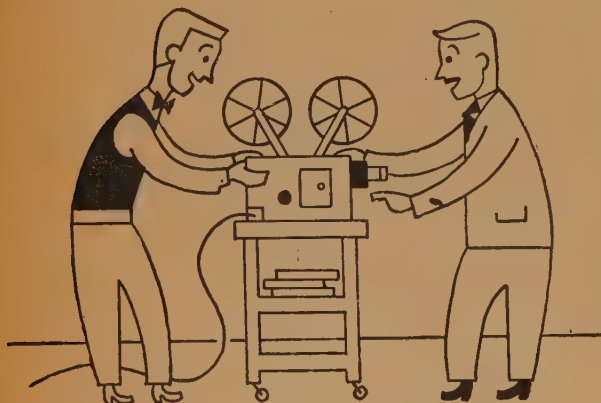
It is believed that superior instruction is generally accompanied by the use of locally constructed and teacher-engineered devices. Therefore, these same students are scheduled for a two hour session each week in the College shops for guidance and experiences in the design and construction of teaching and learning devices. The techniques of speedball, felt-brush, and shading pen lettering are applied to the rapid execution of charts, flashcards, and posters. Commonly available materials are transformed into bulletin boards, dioramas, weather instruments, terrariums, geometric forms, feltboards, and other items not readily obtainable due to cost or the special requirements of the teaching situation. The keynote is creativity and improvisation.



Proficiency is Certified to Insure Operational Success



Instructional Materials are Individually Devised and Constructed



Laboratory Instruction Develops Skills in Operating A-V Equipment

GROWTH OF PROFESSIONALISM IS ENCOURAGED

Two texts are basic to the course. One deals with the general area of teaching and learning; whereas the other emphasizes possibilities inherent in the whole field of educational materials. Of major importance, however, are the supplementary readings which allow students to reinforce areas of individual deficiency.

The generous cooperation of publishers of professional journals in providing sample issues for distribution to each class member results in broadening the student's perspectives. These publications, which are interestingly introduced and analyzed by the Periodicals Librarian of the College, become the permanent property of the class members.

In this way trainees learn the specialized aims of each periodical and the help and information which can be derived from them. Moreover, professional organizations which sponsor, support, or are otherwise allied with many of these journals are discussed as part of the background of information needed by the students for growth in the profession.

In order adequately to provide for the experiences planned, three meetings per week are devoted to classroom activities; two additional sessions are spent constructing instructional materials; and one period is devoted to the development of operational skills with machines and devices in the Audio-Visual Materials Center. Most of the students also spend additional, non-scheduled time working at various activities.

OBSERVATION WEEK IS ORIENTATION

The many activities described are continued until about the eighth week of the semester. Then, in cooperation with the Department of Student Teaching, each trainee embarks upon a week (half-days) of observation in one of almost one hundred cooperating elementary schools in the Chicago system. The schools perform this task on a voluntary basis, and the principals and teachers involved render invaluable service. It is at this time that the teacher-to-be really becomes oriented to the operation of an elementary school.



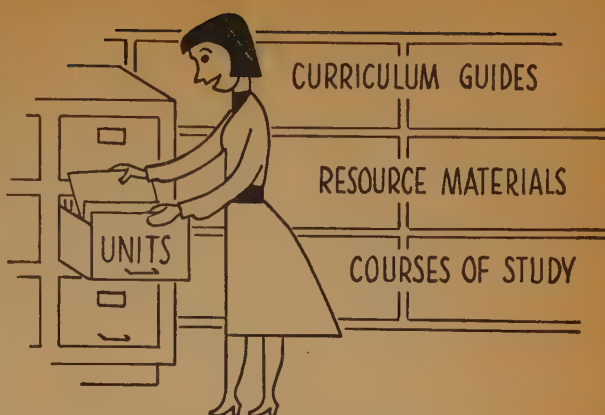
Familiarization with Journals and Organizations Develops Professionalism

He is permitted to familiarize himself with the many facets of teaching for a number of purposes. A general survey of the school community is made; local school rules are learned; the work of the adjustment teacher, physical education teacher, teacher-librarian, home mechanics teacher, and others are studied. Classrooms are visited and mutually satisfactory arrangements completed for each student to work in a particular room and to plan to teach in a particular subject area for a two-week period, some five weeks later.

To this end the trainee gathers data on the class in question, makes anecdotal records of individual pupils, becomes familiar with their names and faces, records achievement levels in reading and mathematics, learns what instructional materials applying to the unit under consideration are available, and becomes familiar with scheduling practices for machines and materials.

UNIT PREPARATION IS A GROUP ACTIVITY

At the end of this week of observation, the prospective teacher returns to the College to prepare the unit and daily lesson plans for the forthcoming teaching experience. Class discussions are centered around individual and group problems. The Materials Center of the Library is well patronized for its curriculum guides, courses of study, unit depository, and the



The Materials Center is a Rich Source of References



Faculty Experts are Consulted During Unit Preparation

rich supply of pamphlet and other vertical file material. Methods specialists and subject-matter experts in all departments are visited and consulted by the individual students to obtain advice in the working out of previously selected problems or to obtain suggestions for new areas of investigation. The final work represents a thoroughly planned resource unit which ordinarily contains provision for almost any exigency that might arise during the first teaching venture. Since much attitude carryover accompanies this first attempt, it is important to insure success. The unit, however, is streamlined; the lesson plans are inscribed on 5 by 8 inch cards in a convenient and functional outline form.

Accompanying the unit preparation is the planning and constructing of indi-



Teacher-Engineered Materials are Tested in the Field

vidual teaching and learning devices in the shops according to need. This permits working out original approaches and effective integrations. A supply of films and filmstrips furnished by the Division of Visual Education is available for preview and reservation purposes in the A-V Center. These same films are returned to the College at the time trainees go into the field so that they can be withdrawn for use in teaching. During this planning period, duplicated information sheets, tests, outlines and study guides are produced by the students

Before leaving the College for the two weeks of pre-practice teaching, the students form committees and select topics for intensive study. The topics include such general areas as classroom management, caring for individual differences, discipline, and working with exceptional children. Each student makes notations of pertinent examples of excellent techniques observed in the field, supplements them by current readings, and plans for group and individual presentations before the class upon his return.

PRE-PRACTICE HAS SIGNIFICANT IMPACT

During the two weeks of teaching, a self-analysis of problems encountered and of the success or failure in dealing with them is made and preserved. Supervising teachers in each school are provided with an evaluation form for each trainee. This checklist is returned to the College shortly after the termination of the teaching period and is used as the basis of personal interviews with the students. At this time suggestions are made and programs formulated for strengthening areas of weakness and for recognizing competency.

When the novice teachers return from their initial classroom experience, they are, almost without exception, enthusiastic

about their choice of profession. Much of this positive attitude results from adequate pre-planning, careful preparation, and hospitable and intelligent handling by the teachers and principals in the field. Now the students are willing and eager to receive constructive comments and information. This is where the committee reports make their impact. The students have previously been exposed to various group techniques and draw upon this background. Some committees select the socio-drama form, others employ the forum as a vehicle, still others rely on the panel format. A few groups have taken a tape recorder out in the field and have recorded the commentary of experts concerning selected issues. Some have gone to the trouble of making a filmstrip on a particular subject and synchronized it with a taped commentary.

Each individual, however, has an opportunity to present some aspect of the subject. During this time, representatives of the Speech Department are on hand to evaluate delivery and voice quality. In all instances the efforts of each committee are judged by another committee. The discussions that follow concern both the subject matter and the techniques employed. This procedure is helpful in developing standards of performance.

Diagnostic test instruments dealing with attitudes towards teaching are administered at the start of the course, and an equivalent form is given at the end of two weeks of teaching. The progress made in most instances is heartening. Examinations on the readings give clues to this aspect of professional preparation. At the conclusion of this prelude to student teaching, the trainees are eager, poised and generally well-prepared to enter the final phase of their training.

TEACHING WRITTEN COMPOSITION— A NEW APPROACH

JEANNE CONNELLY

PARKER ELEMENTARY SCHOOL

STACKED before me was the first batch of composition papers handed in by my seventh and eighth graders. Behind me was a solid stretch of six hours spent going through this maiden effort of my four language arts classes. The prospect of a school year filled with similar experiences was both frightening and discouraging. Chains of red circles danced before my eyes; commas, capitals, and periods chased each other around my clouded brain; and my fingers grew numb at the thought of how many times they would have to write the words "incomplete thought" and "run on" sentence. As I thumbed through the papers once again for no particular reason, I thought, "If all these slashing red lines are discouraging to me, how will they affect the children when the papers are returned?"

That was the start I needed. A plan for eliminating man hours of work, dozens of red pencils, and — most important of all — a breakdown in morale of teacher and students gradually evolved. It was not a new plan. It was a plan followed in college composition courses changed to fit the needs of my own particular group. For the third time I went through the papers; it was the only time during which I felt any satisfaction. This time I was tabulating mistakes. Again, this was not a new technique. Texts on teaching the language arts have long advocated that the teacher keep a record of the type and number of errors made by students. But I handled almost one hundred-sixty students every day! To avoid a tremendous bookkeeping chore I hit upon a new twist on an old idea. I would let the children keep a record of their errors. At the end of one half hour of tabulating I had dis-

covered fifteen mistakes common to most of the papers. By the end of the next half hour I had arranged the mistakes in order of frequency.

That first batch of papers was never returned. Instead the class spent the next two weeks discussing the fifteen most common errors. Special emphasis was placed upon the errors which appeared to stem from lack of basic understandings rather than carelessness or lack of interest. In some cases the difference was simple to determine. In others this had to be determined by observing the ease with which the errors could be discovered when sentences containing them were called to the attention of the students. When they were unable to detect an error, we proceeded on the premise that they lacked training in that area or had forgotten what they had learned regarding that kind of situation.

After we had run through the entire list of errors, I passed out dittoed copies of the list with each error numbered and fifteen numbered columns drawn after the list of errors. The students were cautioned to guard these sheets with their lives as they were to play a very important part in the class for the rest of the year.

When the next situation calling for a writing activity arose in the language arts classes and we had passed through the stages of motivation, special training lesson needed for the job on hand, and planning the paper, I called forth the "Error Sheets" from the darker regions of the notebooks and at last began to explain its mysterious threefold function.

At this particular point in writing a paper, our "Error Sheet" was to serve as an aid to proofreading. Since the errors

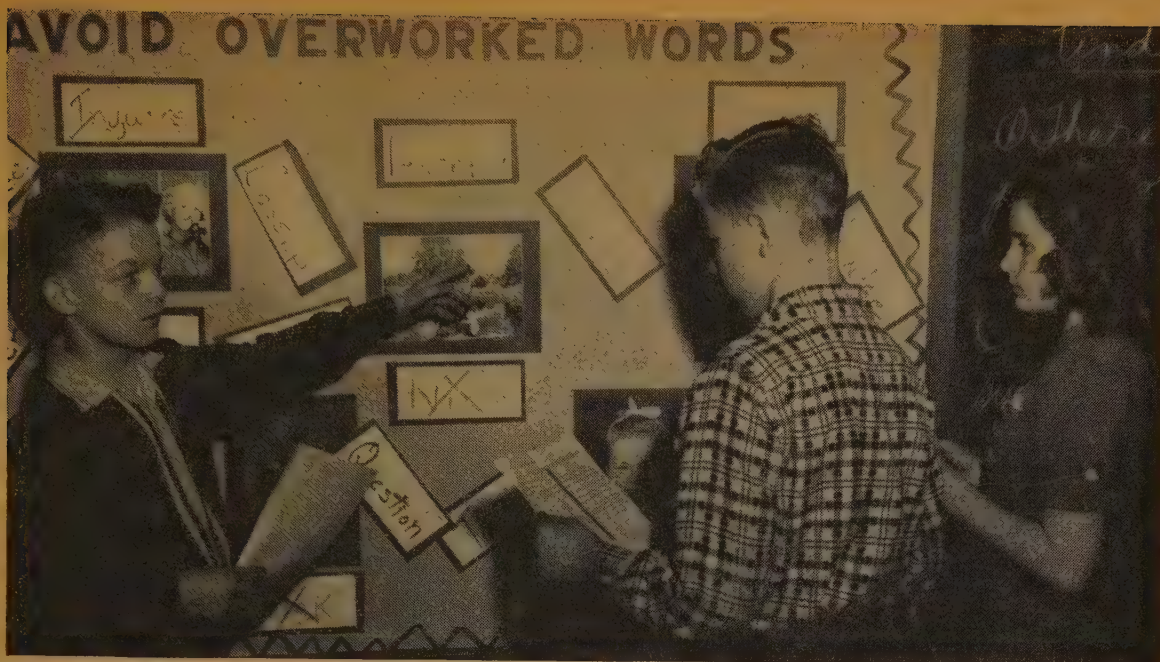
were listed in order of frequency, we were at this time concerned only with the first three mistakes: run-on sentence, misspelling and homonym errors. When a child completed his rough draft, he was to read the paper over with but one thought in mind — to detect and correct any run-on sentence. A second reading was to follow during which the child was to circle any words which looked doubtful to him and then consult the dictionary, the teacher, or the strongest speller in his row about the correct spelling of such words. The third reading would consist of circling any homonyms used, particularly *their-there*, *to-too-two*, *know-no*. After the homonyms were circled, the child was to go back and read the sentence

in which the homonym appeared to decide whether or not he had used the correct form for that sentence. Of course, any other mistakes the child happened to catch during these three readings could be corrected, but the important thing was not to be caught with the first three errors showing.

The second function of our increasingly important list was to serve the teacher as an aid to criticizing the paper. No more lengthy messages on the margin, no more red lines resembling static electricity, and no more six hours at a stretch or any other way! As I read the compositions and noticed one of the fifteen most common errors, I merely inserted a carat and



Pupils Work Individually or in Groups to Correct Errors



Errors Common to a Number of Students Lend Themselves to Bulletin Board Treatment

the number which corresponded to the number of that error on our list. Of course, I did write brief messages about the originality of a particular sentence or the strength or weakness of the opening sentence, but those notes were mere child's play, nothing compared to what I had gone through several weeks before. Moreover, the papers looked less like victims of some fatal red plague and more like patients who could be cured with just a little effort.

When the papers were handed back, the "Error Sheet" served still another purpose. Opposite each error was recorded the number of times the writer had been guilty of that error on the particular writing job. For example, if the writer had failed four times to capitalize words which should have been capitalized, the number four or four tally marks were placed in the first vertical column after the error.

If the piece of writing was a letter to be dispatched or a story to be sent to the school paper, the child would use his "Error Sheet" as a guide to correcting the composition. During the two weeks we

had spent discussing the fifteen mistakes, we had copied each sentence containing an error and directly beneath it we had written a corrected version together with an appropriate rule of grammar or usage which covered that particular case.

If, however, the composition was not to be dispatched, the child was only required to rewrite the sentences in which errors had occurred. Here again the "Error Sheet" would direct him by number to the section of his notebook where he would find samples of his error and see *how* and *why* it should be corrected.

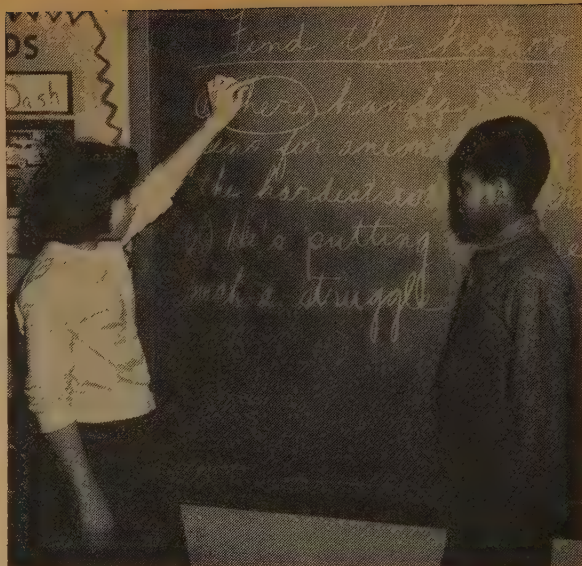
The "Error Sheet" had worked well for me when I corrected the papers and I wished to use it for the rest of the year. It was therefore with some suspense that I gave back the papers and instructed the classes in the use of the sheet for recording errors and rewriting the papers. I had no reason to fear their reaction; they loved the idea. Recording was slow until they became accustomed to the numbers (marking went considerably faster, too, after I memorized the numbers of the errors). Correcting their work took on

the character of a game although there was no attempt to make it into one.

With each new writing job the "Error Sheet" became more and more valuable. It became possible for me to individualize instruction to a degree even though the classes ranged in size from forty-three to forty-seven pupils.

The little black marks soon began to show the children in very tangible form where their own weaknesses lay. I clung to my original plan of emphasizing only two or three errors at a time until they were conquered by the majority of the class. This was done by listing the numbers of the errors to be looked for during the proofreading and, after teacher-criticism of the papers, writing on the board a few of these particular errors which had slipped through despite careful proofreading. Additional training lessons were given to prevent further lapses in these areas, always working with actual sentences from the pupils' compositions. As the number of compositions increased, it was possible to schedule meetings of small groups who repeatedly made the same mistakes. During drill periods children had a choice of practice pages to work on while I met with small groups who were experiencing similar difficulties.

The children were justly proud when their "Error Sheets" indicated that they were beginning to conquer some persistent error. When a piece of writing was returned with no errors indicated, the column was filled in with brightly colored crayons and it was an occasion for great rejoicing. As the group became more adept at proofreading, I changed my method of indicating errors. Instead of inserting the number of the error at the point at which the error occurred I listed the errors at the top of the page and the number of times each one appeared. This method gave the children additional practice in careful proofreading. As they went



Training Lessons and Practice Prepare Pupils
for Proofreading and Self-Correction

over their papers, I checked to see that they located each error, recorded it properly, and made the corrections.

Five months after that first discouraging night spent correcting compositions I sat down with a batch of papers from my four classes and whizzed through them at the rate of twenty-five minutes per class. I had fewer errors to catch and could devote more time to comments on style and organization. Most of the errors that night dealt with the use of quotation marks and adverbs. This was encouraging though, for it showed that they were attempting to improve their writing through the introduction of some conversation and the use of adverbs to particularize their verbs. One of our old errors was still with us and like death and taxes probably always will be — misspelling. But in that area there was reason for rejoicing also: only three out of one hundred fifty-five students had spelled *coming* "comeing" compared to fifty-five in that first batch of papers. We'd made progress!

"LITTLE EGYPT"

JOHN W. ALLEN

SOUTHERN ILLINOIS UNIVERSITY

THE use of the terms of "Egypt" or "Little Egypt" to indicate a region so far removed from the valley of the Nile as a southern portion of Illinois naturally excites some curiosity. The northern limits of the territory referred to as "Egypt" are somewhat vague. Some, seemingly with territorial ambitions, would have it include all the state lying south of an east-west line in the approximate latitude of Vandalia. Others, perhaps less imperialistic, would include only that part of the state lying south of the Baltimore and Ohio Railroad, roughly a line from East St. Louis to Vincennes.

"Little Egypt," is often applied to an even smaller area. This designation of "Little Egypt," especially to those living in "Egypt," suggests a section with boundaries more definitely fixed. To most persons, "Little Egypt" includes the eleven southernmost counties, and ends on the north at the approximate latitude of the city of Benton in Franklin County.

Neither of the above terms is recognized as an established geographical place name. Until comparatively recent years they remained unfamiliar and were little used beyond the limits of Illinois. In recent years, however, these once locally applied names have become more familiar to those living outside the territory that the terms are meant to indicate. They have heretofore been used somewhat as colloquialisms and will doubtlessly remain so. Several explanations for the use of the names, some of which are fantastic, have been advanced; two mentioned most frequently deserve comment. The first one is mentioned only in order to dispose of it; the second one as the most plausible explanation given for the origin and application of the term.

One explanation of the term "Egypt" states that it was so named because some places like Thebes, Karnak, and Cairo were located in it and bore names of Egyptian origin. This explanation is questionable since the name "Egypt" was applied to the region before any of the names, except that of Cairo, had been used locally. When first introduced, the name Cairo was not used to indicate the town now located at the confluence of the Ohio and Mississippi but to designate a bank, the Bank of Cairo, chartered in 1818. This bank, which ceased to function after a short time, was not located at present-day Cairo, but had its offices in vanished Kaskaskia about one hundred miles away. The town of Cairo was founded by a later company, the Cairo City and Canal Company, chartered in 1837. This was five years after the name "Egypt" first came into common use.

The following explanation of the manner in which the name "Egypt" came to be applied to the region appears as the earlier explanation and the one having the best claim to validity. It is well supported by documentary sources and by numerous traditional accounts. Perhaps the best account of the origin and introduction of the term is one given by Judge A. D. Duff, a prominent attorney and circuit judge in Southern Illinois, which appeared in the *Golconda Herald* in the late 1860's. The *Golconda* paper stated that its account had been copied from an earlier issue of the *Shawneetown Gazette*. The substance of Judge Duff's account is given here.

The conditions leading to the use of "Egypt" began with the winter of 1830-31, the "winter of the deep snow." It was the longest and most severe winter that the residents of Illinois had known; snows

came early and reached a depth of three feet. This snow remained until late in the spring of 1831, and severe frosts continued to occur until May of that year. According to Judge Duff, it was a "very backward spring." The summer was an extremely cool one, and killing frost came on September 10, 1831. The growing season was thus a very short one.

The late spring of 1831 naturally delayed the planting of the corn crop. Early frosts that fall killed much of the corn that had been planted, especially in the more northern countries. Only in the counties lying south of an east-west line approximately through the locality of Benton in Franklin County did corn properly mature. The farmers living north of this line thus grew little or no corn, and they were therefore forced to seek it elsewhere for both their livestock and for cornmeal, which then was a main source of bread-stuff.

Judge Duff, in the spring of 1832, was a well grown boy living beside a much traveled north-south highway in Bond County. He saw many groups of wagons going south to find corn and returning with the treasured grain. Some of these wagons stopped overnight at the Duff home. Many of the farmers driving these wagons were Bible readers. Some of them remarked that they, like the sons of Jacob, were "going down to Egypt for corn." The designation of the southern counties of Illinois as "Egypt" thus came into use.

By Judge Duff's account the term was not used before the spring of 1832, but, having once been given to the territory, it rapidly came into general and regular use.

In recent years the name of "Egypt" or "Little Egypt" has occasionally been used in a somewhat derogatory way. Its origin and early use carried no stigma. In fact, it was worn with a reasonable pride.

The section of Illinois included in "Egypt" or "Little Egypt" was the first part of the state to be settled. Among the

earlier Americans coming into Southern Illinois were the soldiers that came with George Rogers Clark to conquer the region for the colony of Virginia in 1778. Upon their return to the East, they carried favorable reports concerning the localities in which they had campaigned. Immigrants seeking new homes soon began to arrive; these included many of Clark's veterans.

These first settlers came principally by way of the Tennessee, Cumberland, and Ohio Rivers. Because it was so difficult to ascend the Mississippi in the boats they had used to float down the Ohio, these settlers often landed at selected points along the Ohio and moved into the interior, crossing the state to the American Bottoms, a name given to the rich farmland belt lying along the Mississippi in Madison, St. Clair, Monroe, and Randolph Counties.

The early settlers came into an attractive region. Most of the soil in Southern Illinois, even that in the hill lands, could have been termed fertile when the white settlers first came. The soil on the uplands, however, was soon depleted by erosion and mismanagement. This section of the state was also the most accessible one by the means of transportation then available. All these factors combined to make the southern end of the state an attractive place for settlers. In territorial and early statehood it was the most populous part of the state, and thus exercised great influence in its affairs.

The two factors that did most to change the situation and to halt the development of "Egypt" were the increased use of steamboats and the development of the roadway known as the "National Pike" or "Cumberland Road," whose western end was at Vandalia. With the development of these two aids to travel, it was much easier to reach desirable locations in the unsettled part of the state.

A look at a map of Illinois will also indicate the way in which the use of these routes caused the streams of immigration to pass on either side of "Egypt." The older settled portion of the state, except that near the rivers, was thus by-passed and left in what one might term an "historical eddy." With decreased outside contacts to offer stimulus, the settlers in Southern Illinois were left with a static or slowly changing culture. This condition remained relatively little changed until the development of a better highway system.

Because the interior portions of "Egypt" were thus isolated until the opening of highways, the culture, perhaps a reasonably progressive one for that time, retained many of its early features. Methods, practices, and devices used by the pioneer tended to continue in use. Perhaps it would be better to call it a condition of arrested development rather than a retrogression.

With the coming of improved roadways and additional methods of maintaining better contact with other patterns of life, this region began a marked change. Now, after a relatively short period of time, the daily way of life here does not differ materially from that of other sections of the state. Despite the progress it has made many of the vestiges of the early culture yet remain. The songs, stories, games, be-

liefs, remedies, customs, legends, signs, and even the superstitions of the early days in Illinois are still found in quantity among older persons. These, however, with the people who have firsthand knowledge of them, are slowly but surely passing, and soon will have gone into the realm of the forgotten.

Rare bits of rail fences, old log buildings, some of the tools, and the implements and devices employed by the pioneer are still to be found in sufficient quantity and variety to indicate the way of life that has all but passed.

Many places associated with the significant events in the history of the state are located in "Egypt." These are gradually being brought to attention. Many persons who wielded great influence in the development of the early state lived in "Egypt." Their stories, like those relating to the sites with historic significance, are gradually being collected. Information and descriptive materials concerning the scenic appeal of the region are likewise being assembled. Its recreational resources are receiving more attention. Its industrial potentials are being explored. Southern Illinois University at Carbondale is devoting much effort to a program of development for the region. "Egypt," by-passed for more than a century, appears to be experiencing an awakening.

The time has come to equip the individual citizen in the democratic state with reasonable defenses against the pressures of mass thinking and feeling exerted nowadays through billboard and poster, press, radio, and film. A healthy measure of skepticism about social data should reinforce an aggressive search for reliable information.

— Educational Policies Commission.

AMERICAN INSTITUTE OF BAKING

MARY KINNAVEY MOORE

DIRECTOR OF PUBLICITY

BAKING, oldest of all the processed food industries, established its scientific and education center, the American Institute of Baking, in 1919 and opened headquarters here in Chicago two years later. In fulfillment of its purpose as expressed in its original by-laws, "to promote the cause of education, in nutrition and the science and art of baking, for the advancement of the baking industry and the welfare of mankind," the Institute now has more than a dozen research and service laboratories, an internationally known School of Baking, an extensive program of bakery sanitation, a five-thousand-volume library of baking literature, and a large and effective Consumer Service Department which works directly with thousands of educators throughout the country.

Its present headquarters, the building at 400 East Ontario Street, was dedicated and opened in October, 1950. Modern facilities and equipment have made possible an increasing program of service both to industry and the consumer. The institute operates under a State of Illinois charter as a not-for-profit corporation; its Board of Directors is composed of fifteen men from the baking industry and allied trades.

Several of the departments of the Institute function with the benefit of counsel from committees of men and women eminent in their special fields of activity. The work of the Institute is financed by dues from members, school tuition fees, laboratory analysis fees, grants for research, sanitation inspection and training fees, special grants from foundations and from the Bakers of America Program, and income from investments.

As early as 1897, a chemist was chosen

as an honorary member of the Bakers Association; there has been a linking of bakers and research ever since that time. Presently at the Institute there are a dozen chemists and technicians working on problems connected directly with fundamental research or with scientific service to the industry. Progress in the baking industry has been based upon the advancement of knowledge resulting from research. The Institute has led the quest for improvement of ingredients, the baking processes, and the quality and value of the products. Some of the investigations undertaken by the laboratories result in immediate, practical advantage to the industry; other studies develop a more fundamental knowledge of the chemistry of bakery foods and serve as a basis for further study.

In seeking fundamental knowledge that makes possible the solution of specific practical problems, the laboratories have made investigations on bread staling (a continuing study made in cooperation with the United States Department of Agriculture), sugar in bakery foods, and food poisoning. The latter is an example of the type of work undertaken by the bacteriological laboratories; progress has been made in the development of agents to inhibit bacterial growth.

The service laboratories have been equipped to determine the quality of the many ingredients used in the manufacture of various bakery foods and to evaluate materials and processes. Through the testing of ingredients and raw materials, and through the examination of the finished product — the bakery foods — work can be done both for the industry as a whole and for the individual baker with specific problems. A test and pilot bakery makes possible the routine testing of ingredients,



American Institute of Baking — Scientific and Education Center of the Baking Industry. The type of building and equipment represents a value of more than a million dollars

and permits the investigation of certain production problems arising in the use of commercial equipment. The biological laboratories are making it possible to obtain firsthand information on nutrition.

A grant of a half million dollars, which was recently made to the Institute by the Max C. Fleischmann Foundation, has given new impetus to the work of the laboratories. Five projects have been undertaken under this grant and work on them now is in progress.

The Louis Livingston Library of Baking is recognized as one of the most extensive libraries on baking in existence. It was the gift of Julian and Milton Livingston, in 1925, as a memorial to their father, the late Louis Livingston, a pioneer Chicago baker. The library includes some five thousand volumes relating to baking, chemistry, fermentation, nutrition, and other subjects of interest and value to the baking industry. It also includes complete

files of periodicals on baking, and over one hundred thousand printed items on the baking industry. Students in the Institute's School of Baking — established bakers, ingredient manufacturers, editors, research workers, teachers, and students in many schools, and colleges — make use of the facilities of the library. Writers for press, radio, and TV; textbook publishers; and lecturers also make use of the resources of the library.

To develop leaders and to provide trained personnel, the Institute's first class in baking opened in 1922; it has operated continuously since that time. During World War II, the services of the school and its teaching staff were devoted to the training of military personnel. For a part of the period, the training was at the Institute's headquarters on Fullerton Avenue. Various types of field ovens were built on the school grounds. In the fall of 1943, the classes were transferred to Camp

Lee, Virginia, and were held there for two years.

The school offers yearly two general courses, each of twenty weeks duration, in baking science and technology. In addition, short courses are offered in the various areas of industry interest, including bakery equipment maintenance, baking for allied personnel, baking for flour salesmen; a sales management seminar is also held.

The course in baking science and technology covers all phases of bakery production. To give the student the information necessary to an understanding of the instruction on practical baking, emphasis during the first ten weeks is placed upon the sciences related to baking. Elements of physics and chemistry are taught, and these principles are related to bakery ingredients and to bake shop practices. Arithmetic is reviewed and there is instruction on the use of the slide rule to aid

in bake shop calculations of production problems and cost distribution. Laboratory experiments support lectures and demonstrations.

During the second ten weeks of the course, the student applies theory to actual commercial production of bread and rolls and sweet goods. He alternately uses the facilities of the specially equipped shops for the production of these items and devotes a part of his time to shop work in bakery equipment maintenance. The Institute shops provide for modern automatic machine production and for hand make-up. Work in the shops is supported by lectures and demonstrations.

In addition to almost 3,000 graduates of the general courses and 1,000 officers and enlisted men trained at the Institute during World War II, about 900 men have received certificates upon completion of the various short courses and the Seminar.



Laboratories Offer Analytical Services to the Baking Industry

The school operates under the guidance of an educational advisory committee, the members of which have been selected for their knowledge and experience in the field of education or because of their understanding of the problems which should be covered in a training program planned to serve the baking industry.

Ten years ago the Consumer Service Department of the Institute was established. It operates along three lines of activity: the development of information on the nutritive value of bakery foods and their place in the diet; the development of product information through recipes and menus on new uses of bakery foods; and food publicity. At the time of its establishment, the department had a staff of three professional members and a secretary. At the present time, there are fourteen professional staff members, and a secretarial and office staff of seven.

The nutrition education program of the department offers its service through educators; health authorities; dietitians; medical, dental, nursing, and welfare groups; and governmental agencies.

Thousands of the Nation's schools receive information on the value of bakery foods, particularly enriched bread and its place in the diet. Teachers of home economics, social studies, and health make the greatest use of the varied printed data which the Consumer Service Department has prepared. These are used at various educational levels, but the greatest use of them is in the secondary schools.

A field staff of seven home economists, with special training and experience in nutrition, works throughout the United States, correlating the Institute's nutrition education program with the schools and other institutions and agencies in their various areas. Through lectures, demonstrations, and school food lunch programs information is given concerning the nutritive value of bakery foods.

Under its program of nutrition education the Consumer Service Department has developed, printed, and distributed its now famed, award-winning *Wheel of Good Eating*. This item has been recognized by educators, nutritionists, and public health authorities as one



Facilities of the Bread and Roll Shop Permit Production Under Commercial Baking Conditions



Nutrition Education Information is Sent to Hundreds of Schools

of the most valuable teaching aids ever offered by industry to education. First released in 1945, demands for it have increased yearly and the total distribution of it to date is in excess of 6 million copies. It highlights adequately and properly the place of bread and other bakery foods in the diet. It is printed as a wall poster and a notebook insert; upon request, it was adapted for use by the United States Public Health Service. Almost as widely known is the booklet, *Eat and Grow Slim*, which was prepared with the problem of obesity in mind. It carries the Seal of Acceptance of the American Medical Association and is widely used by doctors. Food values, menus, calorie charts, and weight reduction directives are contained in the booklet. It is used in many sections of the country where obesity clinics are held, weight reducing classes are being conducted, or health authorities are giving special attention to the obesity problem. Currently close to one million copies of this are being distributed each year. Hundreds of schools have made use of this booklet, and also a more recent publication, *Score with Breakfast*, made available to educators who are trying to combat the "no breakfast" habit with its resulting mid-morning loss of energy and mental acuity.

It was upon the advice and counsel of the Institute's Scientific Advisory Committee that a syndicated newspaper

column on nutrition information was inaugurated three years ago. Titled "Food Sense — Not Nonsense," it extends the effort to reach the consumer with practical, understandable nutrition information of value in family or individual living. Currently it is furnished to newspapers with a combined circulation in excess of 43 million.

As part of the food publicity program of the Consumer Service Department, other services are offered to the homemaker consumer through the food columns of newspapers, magazines, house organs; and through radio and television. In the media of radio and television,



Highest Standards of Cleanliness are Established for Bakeries

food news is furnished to the commercial stations, and currently special material is being prepared for those stations now being assigned educational channels. Through scripts and photographs, programs are being built around bakery foods — their history, uses, and dietary values. Information is being collected from the various agencies of the country which have been established to further and to facilitate the programming for educational TV.

The Test Kitchen primarily is concerned with the development of uses of the various bakery foods. Recipes calling for the use of these foods are developed

both for home and for institutional use, where the large quantity preparation is involved. Members of the field staff receive demonstration instruction in the test kitchen; particular attention is given to those techniques of special value in the school food lunch program. The test kitchen staff also works with the Institute laboratories in the investigation of specific problems that may arise in food preparation, storing, or handling. The results of these studies are released to groups or individuals who may find the special information of value. Filmstrips also have been prepared by the test kitchen; two of these were released a year ago to aid restaurant and school people in the preparation of sandwiches. A printed instruction booklet, *Modern Sandwich Methods Manual*, has also been prepared by the test kitchen; thousands of copies are now being used in kitchens where the preparation of food in quantity is of concern.

Within the past year, the Consumer Service Department has named an advisory committee of educators, eminent in a variety of fields. There are seven members of this committee and they are helping to develop a systematic program of nutrition education designed to establish good eating habits early in life, which should result in an improvement of the general health of the nation.

Following its establishment in 1945, the Department of Bakery Sanitation devoted its attention primarily to the development of a comprehensive educational program. The first specific responsibility which it assumed was the formulation of a plan of recommended remedial measures to meet the regulatory requirements set by various government agencies for bakery sanitation. With the increasing awareness of the importance and scope of sanitation, a wide variety of services has been made available to the entire industry. Presently this inspection and training program consists of the determination of the level of

plant sanitation; the evaluation of the current program of sanitation; instruction of bakery employees in proper methods of sanitation; and consultation with management on sanitation practices within the plant.

In addition to the regular sanitation inspection program, the department also conducts surveys of equipment design, plant layout, personnel assignments, and other related factors. Any member of the baking industry or its allied trades is eligible to participate in the sanitation inspection program. Each year, two special courses in bakery sanitation are given at the Institute as part of the regular school curriculum, but they also are open to any interested persons. Another service of the department is the presentation of sanitation seminars for individual companies or for groups of bakers.

Bulletins on various technical subjects are written for industry distribution, and posters on safety practices and sanitation principles are prepared for display in work areas of baking plants. The department maintains an entomological laboratory to secure information of help to bakers in solving infestation control problems. There are six field workers for the department, a director, and a supervising sanitarian in the home office. Records, reports, and the clerical work of the department currently require a staff of five.

All activities of the Institute have been designed to help the consumer and to serve the baking industry. Departmental programs have been planned to give the public information concerning bakery foods, their nutritive value, and their place in the diet. In the laboratories and department of sanitation, investigations reveal facts of the nature of bakery foods and of acceptable production conditions. The library, the school, and the Consumer Service department are provided with these findings for release to the consumer and to the baking industry.

A METHOD OF ANALYZING AND EVALUATING CHILDREN'S BOOKS¹

MARY K. EAKIN²

THE UNIVERSITY OF CHICAGO

THE past twenty years have seen many changes in the field of children's books. Modern methods of education call for the use of a variety of materials to replace the single textbooks of earlier days. Foremost among these materials are trade books, both fiction and non-fiction. In addition to classroom use, trade books are being used in guidance work either by trained personnel as bibliotherapy or by teachers and librarians to help their students solve some of their problems in human relations. And with all this there is always reading just for fun.

This wider use of books has brought a correspondingly increasing demand for more books and greater variety in books. Publishing houses, aware of the growing demand for children's books, have responded by establishing children's departments and building their lists of children's books, with the result that each year sees a larger number of titles published than the year before. In 1949 there were 979 children's books published; 1950 will go considerably over the 1,000 mark.

These 1,000 or more titles represent a range of quality from very poor to quite good and a range of subjects covering most of children's reading interests and curricular needs. In grade level they range from cloth books for the pre-school child to teen-age fiction and non-fiction. In order to make these books most useful for children and the adults who work with children they need to be evaluated in terms of quality and analyzed in terms of possible uses and appeals. Obviously no teacher or librarian has the time or energy to analyze and evaluate these 1,000 books and select from them the ones that are most suited to the needs of her readers.

It was to give such service in analysis and evaluation that the Children's Book Center was organized in 1945. At present approximately 75 per cent of the books published each year for children are received by the Center. These books are carefully read, analyzed, and evaluated and are kept in a non-circulating collection that is open to anyone who wishes to use it.

EVERY VALUE CONSIDERED

In the Center's card catalog each book is listed under headings that will bring out every possible use or value it may have. These headings are of six general types: (1) maturity level; (2) subject; (3) developmental values; (4) uses; (5) appeals; and (6) types of literature.

Maturity level: The maturity level of a book as assigned by the Children's Book Center is a combination of subject interest and difficulty level. The difficulty level is determined from a general survey of length and structure of sentences and vocabulary range that is made as the book is being read. Subject interest is based on studies of children's reading interests which show the age level at which there is the greatest interest in certain subjects and types of literature. The combination of the two, subject interest and difficulty level, gives a reasonably accurate grading that has been substantiated to a satisfactory degree by the use of books in the Reading Clinic by children whose reading level is definitely known and whose interests are normal for the age level. The maturity level is usually given in a three figure range—gr. 3-5; gr. 4-6; gr. 7-9; etcetera. The first figure is the level at which the book would be read by advanced readers, the middle grade the level at which it will be read by average readers, and the third figure the level at which it would

¹Republished from the March-April, 1951, JOURNAL because of a continuing demand.

²Librarian of the Center for Children's Books, originally called the Center for Instructional Materials.

be read by slow readers who are not more than one grade behind their normal reading level. Books with high interest level and low difficulty level are indicated by notes on the catalog cards and such books are also listed in the card catalog under the heading **READING—REMEDIAL MATERIALS**.

In deciding whether or not a maturity level is satisfactory, several points are taken into consideration. Fiction books should have the interest level slightly higher than the difficulty level. These books will, for the most part, be read as free reading material and even when they are used as supplementary reading for classroom use they should be slightly easier than the textbook materials in order to stimulate interest. This does not mean they are on a level with remedial reading materials but it does mean they will be easy enough that the reader will enjoy them and will not become frustrated with struggling through pages of words and phrases that have little or no meaning for him.

Non-fiction is usually more closely graded to the level at which it will be read. Since there is likely to be more and stronger motivation behind the reading of non-fiction than behind the reading of fiction, the material can be more difficult without discouraging the reader so quickly.

In grading fiction the age level of the characters plays an important part. Fifth-grade readers do not take kindly to a story in which the main character is a six-year-old, even though the book may be at the fifth grade difficulty level. On the other hand, readers seem to like older characters no matter what the discrepancy in years. Young children will respond just as quickly to a picture book in which all the characters are adult as to one about children their own age. Boys and girls in the upper elementary grades go through a period in which they resent any suggestion of love in a book just as they do in a movie. However, they will not object to older characters provided there is sufficient action and the element of romance is omitted.

The Center maintains a separate card file listing books by maturity level and every card in the regular evaluation file carries the grade level of the books listed there.

Subject: Subject headings, as used by the Center, relate to the actual content of the book, i.e. horses, dogs, cowboys, etcetera. Many headings that are generally spoken of as subject headings are considered in the Center as types of literature or uses. For example, a book of

poems about spring would be entered under the subject **SPRING** and the type **poetry**. A geography of Mexico would have **MEXICO** as a subject and **GEOGRAPHY** (red upper case) as a use.³

Developmental values: Developmental values⁴ have come to have so widespread a usage within the past few years that they need very little explanation. They are those elements in a book that may aid the reader in his growth as an individual and as a member of modern society. Based on the developmental tasks of childhood,⁵ they include such headings as Age-mate relations—helping the child to get along with other youngsters his own age; Friendship values; Family relations; Intercultural and Intergroup relations; Self-control; Self-appraisal; Social poise and conduct, etcetera. The developmental value to be found in a book may not be the main theme of the book; sometimes it is to be found in the development of a minor character or in a single incident in the book. These are not morals and have value only where they are so skillfully woven into the story that they become an integral part of the character or the incident.

Uses: The modern classroom uses trade books, both fiction and non-fiction, as often as it uses the more traditional textbooks and for the same purposes. With this in mind the Center analyzes every book in terms of its potential use in a modern curriculum and brings it out in the catalog under the specific units of work. Thus instead of Social Studies as a general heading, the various units that make up the social studies, i.e. history, geography community life, etcetera, are used. Today there is hardly a unit of work for which there is not some trade books, both fiction and non-fiction, that are useful as supplementary reading. Other uses include hobbies, camps, playgrounds, storytelling, remedial reading, etcetera.

Appeals: The headings under appeals are an attempt to get at the element in a book that causes a child to finish reading it, ask for more like it, and recommend it to his friends. These elements are difficult to isolate and sometimes

³The different types of headings are indicated on the catalog cards by combinations of upper and lower case and by the use of red and black ink. Subjects are typed in black upper case; developmental values are red upper and lower case; uses red upper case; appeals are red upper and lower case underlined; and types are black upper and lower case underlined.

⁴See March-April, 1950, Supplement to the *Chicago Schools Journal*, "Developmental Values through Library Books," by Effie LaPlante and Thelma O'Donnell.

⁵*Developmental Tasks and Education*. By Robert J. Havighurst. Chicago: University of Chicago Press, 1948.

it is impossible to know whether it is the subject or the pattern that most appeals to the reader. For example, are eighth and ninth grade girls interested in nursing or does the easy success-love pattern of most career stories give them the same kind of satisfaction their mothers get from listening to soap operas? Adventure, Winning against odds, Wishes granted are common appeals and ones that are easily identified.

Types of literature: These indicate the form of writing—Poetry, Drama, Biography, Historical fiction, Sport stories, Other lands and peoples, etcetera.

Analysis of the children's books by the six elements mentioned above does not imply acceptance of the books for school, public, and home library use. A book may fit each of the six categories and still be unworthy of use by children. On the other hand a book may fit into only one category—a subject such as Dogs or an appeal such as Humor—and still be considered a valuable addition to a library if it is well written and will be read with pleasure. Analysis is important if books are to be used widely and most adequately. Evaluation helps weed out the books that are unfit for use and maintain a high quality of materials in libraries and classrooms.

High literary quality should be the goal for all children's books and no book with less than average quality should ever be accepted. High literary quality does not imply difficult reading; quite the contrary. Some of the most difficult children's books are ones in which poor grammar so obstructs the action that the reader becomes lost in a welter of dangling phrases and pronouns with no or with misplaced antecedents and he must either give up or go back several pages and painfully work his way through the maze.

The only acceptable grammatical errors are those used in dialogue as a part of a characterization. Here they may be necessary for the consistency that is an important part of character development. In writing dialect care should be taken to

keep it easy to read, to avoid misspellings that are unintelligible, and to avoid its use as a form of stereotyping. Since most people in the South speak with a decided accent it can be branded as stereotyping when an author gives to his Negro characters all the dropped "g's" and slurred "r's" and has his white characters, without regard for age or educational background, speak in faultless, formal English.

Characters should always be appropriate to the time, place, and action of the story and they should be consistent in their speech, actions, and development. The plot should be well-developed and should move swiftly and logically. Coincidence, although acceptable if not overworked, should not be used as the only solution to the plot. In developing the plot consideration should be given to the age level for which the book is intended. Stories for beginning readers should be episodic, with each chapter a complete unit so that the reader does not feel compelled to finish the book at one sitting. As the reader matures the plot development matures until the teen-ager is reading books in which the action builds chapter by chapter to a single climax at the end of the book. One of the major criticisms of teen-age books is the immaturity of style in which each chapter builds to a climax instead of building to one final climax.

The ideas and concepts presented in a book for children should be suitable for the age level at which the book will be read. Very young children who have only a vague idea of what tomorrow means will get very little from a book built around a character's worry about what the future will bring. In attempting to simplify material for the very young child authors sometime give wrong impressions, as for example when a recent science book for beginning readers referred to a "molecule" of cake.

Ideas and concepts should be consistent with present day mores. Stereotypes of races, religions, or professions are objec-

tionable, and should not be accepted. The "dumb cop," the "old maid" school-teacher are as objectionable as the Italian organ grinder, the happy-go-lucky Negro, and the Chinese cook or laundryman.

In presenting people of other countries it is important that they be pictured as they are today, or that the reader be made fully aware that the book is an historical account and not a current description. Extreme nationalism is as outmoded in modern children's books as the attitude of racial superiority, although occasionally each is still found.

Accuracy of information and readability are the two major points of consideration in judging non-fiction. Just as lengthy passages of descriptions and an overabundance of facts are not suitable for fiction, so fantasy is not a satisfactory means of presenting factual material. As mentioned above, one of the great dangers in writing non-fiction for young readers is the possibility of misunderstandings arising from over-simplification. Both fiction and non-fiction should be written up to the reader's level, not down. Too many writers, especially of pre-school books, mistake coyness for simplicity.

FORMAT IMPORTANT

The physical format of a book needs to be considered when selecting books for library use. The important factors here are: (1) illustrations; (2) binding; (3) page set-up; (4) size.

Illustrations: The illustrations should be pleasing in quality and appropriate for the text. Inconsistencies between text and illustrations should be avoided insofar as possible. Attempts to imitate children's drawings contribute little to a child's development and are not usually pleasing. Too often the artist adds a note of sophistication that the child would not achieve and that most children will not understand.

Binding: Bindings should be durable and attractive. The colors and designs should be appropriate for the content.

Page set-up: Margins should be wide enough so that the page does not look crowded and should be sufficient to allow for re-binding without either losing part of the text or illus-

trations or bringing them so close to the binding that reading is difficult. The text should be arranged on the page for attractiveness and ease of reading. The latter is especially important for books that are intended for beginning readers who are learning correct eye movements. The text that jumps around over the page or that runs across two pages one time and across a single page the next is difficult for the beginning reader to follow and encourages poor eye habits.

Size of book: Extremely large or small sizes are difficult for libraries to handle and in general are not recommended unless the text is unusual enough to make up for this handicap. Picture book format for books to be used in the upper grades is not good since older readers will reject such books as babyish without ever attempting the text.

Dull, unattractive formats with small print will discourage readers no matter how good the text, as many librarians have learned who have watched the older editions of the classics sit on the shelves without ever being read, only to see the same titles have a great wave of popularity when new, attractive, and readable editions were published.

Three examples of books analyzed and evaluated by the above method:

Hunt, Mabel Leigh. Better known as Johnny Appleseed; decorations by James Daugherty. Lippincott, 1950.

Maturity level: Gr. 7-9

Subjects: CHAPMAN, JOHN

Developmental values:

Service to others

Devotion to a cause

Type of literature: Folk literature — United States

Evaluation: At long last a story that does justice to this semi-legendary character. In a style that has dignity, warmth, humor, and much of the saltiness of folklore, the author has woven a picture of Johnny Appleseed from the known facts and all the legends that have grown up around his name. Although she is careful to indicate where fact ends and legend begins, she does so in a manner so skillful that it never disturbs the reader or detracts from his enjoyment of the story. Not only has she given a very realistic picture of Johnny Appleseed, she has made the people and

the country come alive so that they too become good friends of the reader.⁶

Judson, Clara Ingram. *The green ginger jar; a Chinatown mystery*; illus. by Paul Brown. Houghton Mifflin, 1949.

Subjects: CHINESE IN THE UNITED STATES
MINORITY GROUPS

Developmental values:

Intercultural understanding

Age-mate relations

Brothers-sisters

Older-younger generations

Uses: CHICAGO, ILLINOIS (UNIT)

Type of literature: Other lands and peoples
— Chinese

Evaluation: A story of modern Chinatown in Chicago. Ai-Mei and her brother, Lu Chen, feel themselves to be Americans first and Chinese second. In their conflicts with the older members of the family (particularly the grandmother), the reader gets a good picture of the traditional Chinese way of living as contrasted with modern American ways. There are warm family

relations, and it is through the help and understanding of the family that the two young people are able to adjust satisfactorily to the demands of the old and the new. This is in many ways one of the best of Mrs. Judson's stories of people from other countries.⁷

Lipkind, William. *The two Reds*; by Will and Nicolas. Harcourt, Brace, 1950.

Maturity level: Gr. 3-5

Subjects: CATS — STORIES

Uses: CITY LIFE (UNIT)

Evaluation: One Red was a boy; the other was a cat. They both lived in a large city and neither had many friends. The story tells of their adventures one afternoon when the cat was chased by a fishmonger and the boy by a gang and each helped the other escape. Illustrations are in bright reds and yellows that are very loud but somehow pleasing.⁸

⁶Annotation from Bulletin of the Children's Book Center, 0'50, p. 61.

⁷Ibid., 0'49, p. 3.

⁸Ibid., 0'50, p. 61.

CHICAGO HOST TO NEA CONVENTION

FRANK BALTHIS

NEA-IEA FIELD ASSISTANT FOR CHICAGO

THE ninety-third Annual Convention of the National Education Association will be held in Chicago, July 3-8, 1955. All members of the Association are invited to participate. Since World War II, only one other convention city has been able to provide adequate facilities for a "come one, come all" convention invitation.

The attendance in Chicago is expected to exceed last year's record of 13,000 registered members at the New York City Convention. The central location of Chicago and the strong NEA membership in this area should insure the greatest attendance ever.

President Waurine Walker is arranging a program which will be of great interest

to the members of the profession; several innovations are planned, including an opportunity for all delegates and members to evaluate and make suggestions about the total program of the NEA. Most of the twenty-nine departments of the NEA will hold their meetings on Monday, July 4. On the evening of the 4th, the first General Session will be held in the Chicago Stadium. Tuesday afternoon, July 5, open meetings of various committees and commissions will be held in some eighteen hotel locations.

On Wednesday morning, July 6, the entire Convention will be organized into a large number of study groups. They will get a detailed picture of the various services now being rendered by the Asso-

ciation. They will have the opportunity to evaluate these services and they will be expected to suggest the most profitable next steps in the development of the Association's services to the profession. Each study group will deal with one particular aspect of NEA services. Reports from these groups will be presented to the Representative Assembly.

Thursday, July 7, will be reserved for discussion of professional problems. Tentative plans call for seven or eight sectional meetings in the following areas, each of which should average an attendance of 1,000 or more persons:

- School Finance in Our Present Day Economy
- Education and the Future of America
- Good Teaching in 1955
- Improving the Status of Teachers
- The Professional Standards Movement—A Long Range Approach to the Problems of Teacher Supply
- Working with the Public on Today's School Problems
- Local Association Leaders Workshop
- Workshop on Centennial Program and Celebration

In the afternoon each of these sectional groups will be divided into several smaller discussion groups.

On Friday, July 8, two meetings of the Representative Assembly will be held in the Chicago Stadium. The budget, resolutions, and other items of business will be taken care of at these two sessions.

Evening programs for the week as now organized are:

Monday, July 4—

- Address of Welcome, Dr. Benjamin C. Willis, General Superintendent of Schools, Chicago; Annual Report on Achievements of the Association, Dr. William G. Carr, Executive Secretary, NEA.

Tuesday, July 5—

- Classroom Teachers' Dinner.
- Pageant staged by the Illinois Education Association.

Wednesday, July 6—

- Although no commitment has been received,

it is hoped that Adlai Stevenson will address the Convention.

President Walker may also give an address on this occasion.

Thursday, July 7—

The National School Public Relations Association will again sponsor the Celebrities Dinner. This is the occasion for all delegates and members to meet the candidates for office and to participate in a social affair including dancing, refreshments, and some entertainment by the Hawaiian and Puerto Rican delegations.

Friday, July 8—

The final session will feature the President of the United States if he accepts the invitation of the Association.

The Representative Assembly will be in session Tuesday, July 5, for nomination of officers; Wednesday afternoon, July 6, to receive reports on services of the Association and certain other items; Friday, July 8, both morning and afternoon, to consider the budget, resolutions, and other items of business.

The sessions of the Representative Assembly and the evening General Sessions will be held in the Chicago Stadium. The group sessions will be held in the various hotels, principally the Conrad Hilton, the Congress, the Palmer House, and the Morrison.

Commercial exhibits and the exhibits of the various units of the NEA will be featured in the lower floor of the Conrad Hilton. General registration will likewise take place at the Conrad Hilton Hotel. There is no registration fee; but only NEA members may attend meetings.

Much talent in the Chicago area will be involved in the Convention program, in the meetings of departments, committees, and commissions; discussion groups; and the special sessions on Thursday.

Dr. Willis is serving as general chairman of the convention. Dr. Hobart H. Sommers, Assistant Superintendent for Vocational Education, Chicago Board of Education, is the executive chairman of the Committee on Local Arrangements for the convention.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Fred K. Branom, Ruth M. Dyrud,
Norman A. Goldsmith, Viola Lynch, Christy Shervanian,
Joseph J. Urbancek, and Robert J. Walker.

FILMS

The following is available from Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois:

Ways to Better Conversation. 1 reel. 16 mm sound. Black and white, \$50; color, \$100. Educational Collaborator: William E. Utterback.

Two models of conversation culled from high school life are presented for comparison. One is offered as an enjoyable and productive type, the other as a boring waste of time. Their differences are pointed out and certain generalizations for better conversations are formulated. For example, to converse effectively the speaker must have a courteous attitude, try to include everyone, have respect for the opinion of others, stick to the subject, and have the ability to listen. While the film slights the influence personality has on conversational ability, it is valuable in stating clearly some of the more superficial conversational skills.

C. S.

Shadow Land. 16 mm sound. 12 minutes. Black and white, ending in color. Brandon Films, Inc., 200 West 57th Street, New York 19, New York.

This is a step-by-step demonstration of the creation of shadow figures by Jefe Maguin, artist-puppeteer. Shadow figures can be made simply and used behind a lighted curtain, but this film shows a craftsman's complex process in perfecting the ultimate in shadow figures used in a puppet stage. The film is, therefore, too adult for youngsters, and when the youngsters are able to emulate the design and construction of figures, they are too adult to play with them. Excellent only for the hobbyist or the industrial art student interested in teaching children this ancient device.

R. J. W.

FILMSTRIPS

The following filmstrips are available from the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois:

Growing Up With Mike. A series of three filmstrips: *Mikes Finds Out About Growing*, 47 frames; *Mike Finds Out About Learning*, 50 frames; *Mike Finds Out About Friendship*, 48 frames. Color, \$6.50 each; \$18 the set.

Mike, a typical primary boy, visits his Uncle John on the farm and "learns so many things." His birthday surprise, the pets, and his friends would all be interesting, real life situations to a child. This is a rather forced and contrived series planned to help children realize that they grow emotionally, mentally, and socially, as well as physically—a rather mature point of view. On the whole the continuity is good,

but there are spots where adult language and mature ideas, wholly unnatural and unchildlike, are expressed by Mike. This filmstrip would be most effective if used in correlation with a real visit to a farm by a classroom. Then Mike's experiences would prove even more valuable as a supplement to any learning situation.

V. L.

Children's Fairy Tales. Six individual filmstrips: *Cinderella*, *Snow White and the Seven Dwarfs*, *Jack and the Beanstalk*, *Sleeping Beauty*, *The Little Engine That Could*, and *Rackety Rabbit and the Runaway Easter Eggs*. Average 36 frames in length. Colored illustrations with captions. \$5.00 each; \$28 the set.

This should be a popular series; it is designed for use with age groups whose interests center around fairy tales and make-believe stories. These strips are beautifully illustrated and very colorful. They lend themselves well to giving pupils opportunities to discuss, retell, and enjoy these old favorites. *The Little Engine That Could* is the most colorful and delightful of the series. This particular strip is more suitable for kindergarten and first grade children.

V. L.

The West. Four filmstrips. Color, \$6.00 each; set, \$19.

A 259-17, *Coast Lands of the Northwest*, shows the activities of the people in the Willamette-Puget Sound Lowland. A 259-18, *Valleys and Coast Lands of California*, shows how the activities of the people are influenced by climate and mountains. A 259-19, *Dry Lands of the West (Southern Section)*, shows typical scenes of irrigated farms, mines, ranches, and the desert. A 259-20, *Dry Lands of the West (Northern Section)*, shows various occupations, such as mining, farming, and ranching. These filmstrips are beautifully colored and the pictures and maps are well selected. Children will enjoy them. The films should enrich the content of the work in the geography of western United States.

F. K. B.

E. C. A. Film Project. By Howard S. Kresge et al. E. C. A. Film Project, The State College of Washington, Pullman, Washington. 1952. Pp. 16.

Six thousand pictures and filmstrips containing technical information which could share some of our know-how with friendly nations were evaluated. This booklet describes how the films were found, screened, appraised, the digests of them written, and suggestions for use recorded. There then follows a sample evaluation form, a typical digest of a film, a listing of the countries participating in the European Recovery Program, and the notation that about one-third of the films considered were recommended for consideration by the final selectors in Washington, D. C.

R. M. D.

MISCELLANY

The American Way. By Elizabeth Larkin and Peter Santangelo. Keystone View Company, Meadville, Pennsylvania. 1950. Pp. 53.

These separate sheets show slide-sized illustrations pertaining to our way of life. The text for the fifteen aspects covered is intended as a stimulus for further research and discussion aimed at appreciation of our opportunities and privileges, the preserving of them, and the detection of ways of improvement. R. M. D.

Better Homes for Family Living. Educational Committee, National Association of Home Builders, 1028 Connecticut Avenue, N. W., Washington, D. C. Available in classroom quantities. Pp. 8.

This unit on home building is intended for intermediate and upper grades. Included is a play depicting the search of a typical American family for a new home. Correlating activities are suggested to increase the awareness which children have of changes which occur in their lives.

R. M. D.

Teaching and Learning Geography with Maps, Globes and Pictures. By Zoe A. Thralls et al. A. J. Nystrom and Company, 3333 Elston Avenue, Chicago 18, Illinois. Pp. 10.

Six articles, reprinted from educational journals, tell of teacher-pupil experiences with the graphic project globe.

R. M. D.

Numberaid. About 5" x 5" x 1". \$2.00. Available through Modern Educational Aids, 6431 South Richmond Street, Chicago 29, Illinois.

Numberaid is an abacus consisting of five rods and a crossbar being so divided that two discs appear on one side of the crossbar and nine on the other side of each rod. A child may use this device to understand the composition of number by counting the discs to nine and then moving the first disc in ten's place to record ten; similarly in going from 90 to 100; likewise from 900 to 1000; etcetera. Each of the two discs on the other side of the crossbar, for each rod, has a value five times each disc of the nine on the same rod. In this respect it is somewhat similar to the Chinese Swanpan which uses the 5-2 plan. The manipulative quality of this device should aid children in understanding the four fundamental operations. It should also interest children since it is made of beautifully colored, very durable plastic.

J. J. U.

God's World in Color. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois. 1953. Pp. 4.

These guides to a series of slidesets list the titles of about ten photographs illustrating scenes and activities common to each of the four seasons. All are 2" x 2" and in color. R. M. D.

Money Management Library. Edited by Consumer Education Department, Leone Ann Heuer, Director, Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois. 1952. 10 cents each; entire boxed set, \$1.00.

A series of well-written booklets on various phases of money management. Individual titles are descriptive of content. The vocabulary and style are uniformly for adults or late high school. Teachers will find any booklet valuable in individual or family affairs, but may wish to select those whose titles indicate they are of special interest. Special note is made of those adaptable for classroom instruction.

Your Budget. The imaginative teacher can find a wealth of suggestions for original problems in arithmetic or general mathematics. Cleverly illustrated.

Children's Spending. Definitely for the parent. Not easily adapted for school use.

Your Health Dollar. Good advice on reducing costs of medical care through sound health practices, use of public agencies, and insurance. Useful in high school classes.

Your Food Dollar. Chuck-full of information on how to select and buy foods. Excellent for foods classes; not useful elsewhere. The teacher will want her own copy.

Your Clothing Dollar. Tips on planning, buying, and caring for clothes for the entire family. Excellent for clothing classes.

Your Shelter Dollar. Tells what to consider in renting or buying a home. Has a few examples relating to interest on mortgages.

Your Home Furnishings Dollar. Generally useful for shop, homemaking, or mathematics classes. Illustrations exceptional. Describes furniture construction, fabrics, decorating schemes. Good material for scale drawing.

Your Recreation Dollar. Weakest of the set. Contribution to the library, or to the subject, is negligible.

Your Shopping Dollar. How to shop most effectively. Importance of planning what, when, where, and how to buy. States what advisory information is available to very shopper. Good.

Your Equipment Dollar. How to choose between types and styles of familiar home equipment and appliances. Excellent if studied near time of purchase. Home management classes will find it valuable.

Consumer Credit Facts for You. Prepared for HFC by the Bureau of Business Research, Western Reserve University. The uses, sources, and costs of consumer credit, including descriptions of credit agencies and legislative controls over each. Material readily adaptable to classes studying interest, banking, and installment buying.

N. A. G.

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

OF LOCAL INTEREST

CHICAGO TEACHERS COLLEGE SUMMER SESSION—A tuition-free summer session of eight weeks offering both undergraduate and graduate work will be held at the main campus of Chicago Teachers College from June 27 to August 19, 1955. The full schedule of offerings will be printed in the May-June issue of the *Chicago Schools Journal*. However, interested individuals may obtain a printed copy of courses and class schedules on or about April 15 by writing to the Registrar at 6800 South Stewart Avenue, Chicago 21.

SICK LEAVE POLICY—In January, 1955, the Chicago Board of Education announced a liberalized sick-leave policy for educational personnel. In keeping with a nation-wide trend, the new policy involves four major items:

1. Instead of five full days and five days at half pay per school year, cumulative to fifteen full days and fifteen days at half pay, the new policy provides ten full days per school year cumulative to thirty full days at full basic pay.
2. If the number of days thus allowed are exceeded, the teacher or principal shall receive 50 per cent of his basic pay for a period of fifty days (including number of allowable days of sick leave at full basic pay) in any school year or sixty days in any two consecutive years.
3. Death of certain members of the immediate family. A full-time, regularly assigned teacher or principal shall be granted full basic pay when his absence is caused by the death of his father, mother, sister, brother, son, daughter, wife or husband, for such period of absence during the period from the date of the death to the date of the burial, both inclusive, plus the necessary time for return to Chicago when the funeral is held outside the city, provided, however, that the number of days shall not exceed five. Such absence shall not be deductible from the teacher's accumulated sick leave with pay.
4. Absence caused by the death of other members of the immediate family shall be applied against the teacher's or principal's then accumulated sick leave. If such sick leave has expired, the teacher or principal may use the provisions listed in item 2 provided, of course, that the allotment of fifty or sixty days has not been used.

ASSISTANT PRINCIPALSHIPS—A new method of selecting and paying assistant principals has been announced by Lester J. Schloerb, Assistant Superintendent in charge of Personnel. The plan will operate as follows:

1. Assistant principals will become a part of the administrative organization of the entire school

system rather than be recipients of an appointment limited to a particular school.

2. All schools or branches with more than seven divisions will have an assistant principal.
3. It will be the function of the Department of Personnel to assemble on a school-wide basis an eligible list of assistant principals who would qualify for and are interested in the position of assistant principal. These qualifications will include: (a) a master's degree or 36 hours of graduate credit, (b) at least 16 semester hours of graduate credit in education including 9 semester hours of graduate credit in supervision and administration, and (c) five years of excellent or superior teaching in the Chicago Public Schools.
4. When a vacancy is created in a particular school, the principal shall nominate at least two persons whom he would recommend in accordance with the above qualifications, pending the assembly of a general approved eligible list.
5. The persons so recommended will be interviewed by representatives from the office of the Assistant Superintendent of Schools and the Department of Personnel.
6. The recommendation of this committee will then be given to the General Superintendent of Schools for final recommendation to the Board of Education.
7. Assistant principals shall be paid according to the size of the school and increments to their monthly salary base will be:

Size Grouping

8-16 teachers.....	\$ 50
17-24 teachers.....	75
25-40 teachers.....	100
41-64 teachers.....	125
Over 64 teachers.....	150

The adjustment to this schedule in 1955 shall be limited to one increment of \$25 if the size of school and years of service justify such increment.

8. Vacancies will be advertised in order that interested candidates may notify the principal of their interest.
9. Teachers who are interested in being considered as candidates for the position of assistant principal should write to the Department of Personnel indicating qualifications in accordance with item 3. They should also include the names of schools in which they would be most interested in serving as assistant principal. Those currently serving as regularly appointed assistant principals need not apply as indicated.

EDUCATIONAL PRESS ASSOCIATION—Among the new officers of this association for the year 1955-56 is Chicago Teachers College Dean Raymond M. Cook. As editor of the *Chicago Schools Journal*, Mr. Cook was elected vice-president representing the Northwest Region. The newly-elected officers assume their responsibilities April 1.

CERTIFICATE EXAMINATIONS — Announcement is made by the Board of Examiners of the Chicago Public Schools of examinations to be given September 24, 1955. Examinations will be given for certificates to teach in the Kindergarten-Primary Grades (one and two) and in the Intermediate and Upper Grades (three to eight). The deadline for filing applications is September 9. Applications for admission to the examinations as well as further information may be obtained at the office of the Board, Room 242, 228 North LaSalle Street.

OF GENERAL INTEREST

MALE HIGH-SCHOOL TEACHERS — More men are being attracted to the high school teaching profession than formerly, according to a circular recently issued by the U. S. Office of Education. The study of the ratio of men to women teachers in public secondary schools shows that nationwide the number of men teachers in high schools increased by 4.3 per cent from 1937-38 to 1951-52. The 1952 figures, which show 45.6 per cent of the total to be men teachers, was the second highest since 1900, when 49.9 per cent of the high-school teachers were men.

Twenty-three states now employ either as many men as women teachers or more men than women teachers in their public high schools. Twelve states, mostly in the South, now employ a smaller percentage of men teachers in high schools than they did in 1937-38. Thirty-five states and the District of Columbia now employ a larger percentage.

AMERICAN LEGION AUXILIARY CONTEST — This organization announces an essay contest for teachers entitled "Why I Teach." Its purpose is to encourage eligible young men and women to enter the teaching profession. The deadline for entries is midnight, June 1, 1955.

A contestant must have completed five years of teaching by June 1, 1955. The essays must be between 250 and 300 words long. There will be a \$50 United States Savings Bond award for each of the winners in five sections of the country. The national award is a \$250 bond for the best among the essays submitted by the sectional winners. Entries should be sent to the American Legion Auxiliary, 777 North Meridian Street, Indianapolis 7, Indiana.

WHITE HOUSE CONFERENCE ON EDUCATION — In his State of the Union Message last January, President Eisenhower issued a call for a White House Conference on Education. Declaring that the education of the nation's youth is being seriously neglected, he recommended that state and territorial conferences be held to discuss the prob-

lems of education and pool their findings for discussion and analysis at the national conference.

The 83rd Congress endorsed the President's recommendations and appropriated \$900,000 to finance the program at the state and national level. The President then appointed a thirty-two member committee to conduct the Conference and to assist state and territorial conferences. This committee represents diversified backgrounds, interests, and views. Eleven members are professional educators; others represent business, industry, labor, publishing, agriculture, and other phases of American life. However, each serves as an individual and not as a representative of any group.

In its deliberations, the Presidential Committee has established a number of working plans which will culminate in the White House Conference tentatively set for November 28-December 1, 1955. These are:

1. *Delegates to the conference.* The Committee plans for an attendance of more than 2,000 persons. Seventy per cent would be selected by the states and territories, the number of participants from each state being based on population. The remaining thirty per cent would be representatives of organizations which have taken part in the conference program in the states and territories, members of Congress with legislative responsibilities for education, foreign observers, and others selected by the Committee.
2. *Agenda for the national conference.* The six main topics for discussion adopted as part of the agenda for the national conference are: What should our schools accomplish? In what ways can we organize our school systems more efficiently and economically? What are our school building needs? How can we get enough school teachers and keep them? How can we finance our schools, build and operate them? How can we obtain a continuing public interest in education?
3. *Report to the President.* The Committee agreed that its report to the President on the significant and pressing problems in the field of education would consider the three main aspects of the Conference program. This would imply a report on the Committee's own studies, on the findings and reports of the state conferences, and on the results of the White House Conference itself.

With the cooperation of the U. S. Office of Education, the Committee has prepared a bibliography of more than sixty books, pamphlets, and other literature that bears directly on the six main topics as previously noted. It is intended that this bibliography will serve as a reference guide for possible use of state conferences which might request such assistance. It is available on request to all conference chairmen and participants in the WHCE program at the state and national level.

State conference chairmen appointed for Illinois are B. L. Dodds, Dean of the College of Education, University of Illinois, Urbana; and Vernon

L. Nickell, State Superintendent of Public Instruction, Springfield.

AMERICAN EDUCATION WEEK — The general theme for the 1955 American Education week is "Schools — Your Investment in America." The week of November 6-12 has been designated for this purpose. The observance is sponsored jointly by the NEA, the American Legion, the National Congress of Parents and Teachers, and the U. S. Office of Education. Daily topics selected for the week are: Sunday, "Your Investment in Character Building"; Monday, "Your Investment in Teachers"; Tuesday, "Your Investment in Classrooms"; Wednesday, "Your Investment in Fundamental Learning"; Thursday, "Your Investment in Better Living"; Friday, "Your Investment in a Strong Nation"; and Saturday, "Your Investment in Responsibility."

COLUMBIA UNIVERSITY — Columbia University's School of General Studies completed its "validation" program started four years ago, last June. The program is designed to provide a bachelor of science degree to persons who are not high school graduates.

This pioneering education effort was instituted on the theory that mature men and women with business or professional experience are capable of academic success at the university level regardless of the fact that they might have had little previous formal education. Last June this theory became fact when the first twelve graduates of the program received their B. S. degree at Columbia's commencement exercises. Hundreds of others are now working toward a degree.

COMIC BOOK CODE — A voluntary publishing code to clean up those comic books charged with contributing to juvenile delinquency, which was approved by members of the Comics Magazine Association of America late in 1954, is now in operation. The code contains thirty-one prohibitions barring portrayal of a wide range of subjects including adultery, perversion, and "violent" love scenes. A companion advertising code for comic books bars printing advertisements which offer knives, fireworks, close facsimiles of dangerous weapons, nude pictures, salacious pin-ups, and questionable toiletry preparations. An association seal will start appearing soon on approved books.

COLLEGE ENROLLMENT, 1954-55 — An all-time peak in enrollments in the nation's colleges was reached in the fall of 1954, according to the annual survey by the U. S. Office of Education. The 1954-55 enrollments totalled 2,500,000, an increase of 11.1 per cent over 1953-54. The largest increase, 25.3 per cent, was recorded by junior colleges; teachers colleges were second with a 16.2 per cent gain. Teachers colleges led all

other institutions with an increase in new students of 19.1 per cent. Publicly controlled institutions showed a gain of 15.9 per cent; privately controlled, a gain of 5.5 per cent.

Informal reports received seem to indicate that enrollments in teacher education have substantially increased generally. Kansas, for example, reports a 26 per cent increase of teacher education students over 1954-54, with a total of 5,980 in four-year colleges. In state colleges the increase is 29.6 per cent. Total college enrollments may reach 2,750,000 by the end of the academic year.

INDUSTRY AND HIGHER EDUCATION — Nearly half of the nation's private colleges and universities are operating at a deficit. These institutions will need at least \$3,570,000,000 before 1960 for plant construction, and it will take \$5,500,000,000 to house the estimated increase in enrollments by 1970. Recognizing that the future of the nation may be in the hands of institutions of higher learning, industry in the United States has adopted a new attitude toward higher education in recent years and has set up a series of plans for financial assistance.

Of all the plans in effect to date, none is more comprehensive or generous than that of General Motors, which in January 1955, added \$2,000,000 to the \$2,500,000 already being spent annually on special training, fellowships, and research. Other significant programs sponsored by industry are:

Ford Motor Company which finances seventy scholarships a year for the sons and daughters of employees and also gives \$500 annually to each private college or university the students choose.

The Gulf, Mobile, and Ohio Railroad which has donated more than \$185,000 since 1951 to private colleges located on its operating route.

DuPont which contributes \$2,500 grants to the chemistry departments of fifty different campuses, anticipates distributing an additional \$800,000 this year.

The Radio Corporation of America which sponsors twenty-six scholarships this year, each scholarship having a value of \$800.

The Standard Oil Company of New Jersey which distributed \$450,000 to 138 institutions, in addition to \$50,000 given to the National Fund for Medical Education in 1954.

Union Carbide which allowed \$50,000 for 400 scholarships to more than thirty colleges.

Standard Oil Company of Indiana which gave more than \$350,000 in 1954 and matched its scholarships with equal gifts to each institution attended by scholarship winners.

United States Steel which last year gave \$700,000 in unrestricted gifts.

Bethlehem Steel which since 1953 has given \$320,000 to the privately-endowed colleges at which future employees are completing their training.

The Columbia Broadcasting System which gives \$32,000 to the alma maters of its executives.

General Electric which has promised to match each employee's gift to his own college up to \$1,000 — and will spend more than \$1,000,000 in 1955.

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"If Your Child Has Trouble Reading." By Frances Pryor. *National Parent-Teacher*, February, 1955.

Many parents are concerned with the lack of progress made by their children in reading. This concern often leads to efforts on the part of the parents to improve the situation. However, such well-intentioned activities must be done in co-operation with the teacher and must be based upon the actual difficulties involved in the individual case. Suggestions as to what, when, where, and how to read with a youngster are presented along with some commonsense general principles which help insure a proper adjustment to the school and to the home.

"Transparencies from the Printed Page." By Harvey Frye and Edward McMahon. *Educational Screen*, February, 1955.

One of the most common practices of classroom teachers is the collecting and flat mounting of pictures, charts, and maps for classroom use. The usual result is a set of materials of widely varying sizes. To overcome this disadvantage and to make it possible for pertinent material to be converted into transparencies direct from the printed page, the co-authors present a simple and workable technique. There are no photographic processes involved. A rubber-coated frisket paper is placed in contact with the printed page to be processed. Adhesion is accomplished by rubbing with a comb back and by briefly passing over the material with an electric iron. The adhered sheets are immersed in water until the original page can be peeled away. The inked image, however, transfers to the frisket paper. This image is then sprayed with a thin coat of lacquer from an insect sprayer. When dry, the transparency that results is trimmed and ready to project.

"Disparaging Remarks about Students." By the Committee on Professional Ethics. *NEA Journal*, February, 1955.

This presentation, number thirteen in a series dealing with the ethics of teaching, is devoted to the common but deplorable situation of casual and indiscriminate discussion of pupils by teachers. The point is made that on occasion the teacher has not only the right but also the duty to confer in confidence with colleagues regarding a child's behavior. This, however, differs from the practice under discussion.

"How to Attend a Conference." By George W. Denemark. *Educational Leadership*, February, 1955.

George Denemark, editor of the *Journal of the Association for Supervision and Curriculum Development*, explains the process of really getting something from attendance at a convention or conference. He takes the position that enjoying the visitation is a legitimate part of this kind of professional participation, but that other responsibilities also accrue. While the points made deal specifically with the ASCD meetings, the ideas are excellent for consideration by all persons involved in either planning or attending educational get-togethers.

"So You Need More Teachers!" By James L. Fitzpatrick. *The American Teacher*, February, 1955.

Agreeing that measures must be taken to assure an adequate supply of teachers, Mr. Fitzpatrick talks frankly for the benefit of legislators and citizens concerning the facts in this situation. Temporary nostrums are reviewed as are phony salary schedules that are impractical of attainment. This is must reading for teachers.

"How to Create Public Interest in Industrial Arts." By Charles F. Cardinal, Jr. *Education*, February, 1955.

Industrial arts, a comparative newcomer in the educational field, has often suffered in the public eye because of growing pains. Its experimental beginnings, the need for developing teaching methods suitable to its purposes, and the lack of versatile, experienced instructors are a few of the major hurdles that must be overcome. Emphasis on functional design and the selection of activities and processes suitable for the various age groups are held to be vital to final success. As a corollary, the need for bringing the results to the attention of the community and the public at large is stressed. Ideas for organizing exhibits, open house demonstrations, permanent displays, and sailing regattas are presented in detail. Publicity sources for notifying the community are dealt with as an essential part of the plan.

"Ten Components of Effective Listening." By Ralph G. Nichols. *Education*, January, 1955.

Findings in the field of listening reveal that most of us are poor listeners, that training can

improve the situation, that schools should perform such services, and that greater effectiveness as a listener can bring substantial rewards. However, constructive suggestions as to how to bring about the desirable changes are difficult to locate. The author attempts to eliminate this deficiency by dealing with such topics as interest, adjustment to the speaker, learning for the listener, energy expenditure of the listener, adjustment to abnormal listening situations, adjustment to emotion-laden words, adjustment to emotion-rousing points, the recognition of central ideas, and the use of notes. A checklist of listening habits is included for self-analysis or for use in the classroom.

"Saving Science Radio Programs on Tape. By Harold Hainfield. *School Science and Mathematics*, January, 1955.

Although the article deals with the stockpiling of radio science programs on magnetic tape for future and repeated use, the techniques described can be applied to any area of the curriculum. Many educational and commercial stations issue advance listings of forthcoming programs. This permits scheduling the recording of such programs. With the availability of colored tapes, it is now possible to classify such recordings according to types. Also, when several programs are spliced together on a single reel, the divisions become apparent if colored tapes are employed. Colored reels assist in a similar manner. A tape library of this kind can be permanent or re-recorded as the needs indicate.

"3 Ideas to Try:" "They Teach Understanding," by Martin Tonn; "Whose Report Card," by Maude Linstrom Frandsen; "Child or Curriculum," by Lena Bixler. *The Instructor*, February, 1955.

This trio of articles deals with major problems in teaching and how three instructors solved them. The areas covered include personality evaluation, reports to parents that incorporate the child's evaluation, and considerations involved in following a curriculum plan.

"An Englishman's View of School Administration, U. S. A." By Kenneth E. Priestley. *The ATA Magazine*, Alberta Teachers Association, January, 1955.

A professor of education from the University of Hong Kong finds that the English and American systems both embrace the ideal of efficacy of action at the local level. From here on out there are few similarities. Mr. Priestley comments concerning the absence of rigidity, the rarity of exclusive power exercised by boards of education,

and the unique participation of lay committees in educational fields.

"Toys and Elementary Science." By Alexander Joesph. *Grade Teacher*, February, 1955.

Dr. Joseph explores the possibilities inherent in using toys to stimulate science teaching in the schools. Along with this is information of interest to teachers who are often called upon to advise parents in the purchase of toys for their children. Construction sets, chemistry kits, steam engines, doll houses, derricks and steam shovels, electronic kits, etcetera, are shown to be effective in illustrating mechanical, electrical, and chemical principles.

"Who's Scaring the Librarians?" Editorial by Paul C. Reed. *Educational Screen*, January, 1955.

A number of pages in a recent issue of the *Library Journal* was devoted to reassuring librarians that books and librarians are not becoming obsolete. Some references were made to "audio-visual fanatics," and the competition to expect from such sources. Such discussions have no foundation in fact among the educators on both sides of this fence. It has long been recognized that books are here to stay, and that other mass media are but supplementary. Each reinforces the other. Irresponsible statements made in the A-V field are admitted as possibilities, but they are effectively debunked. Current trends illustrate the function of the library in dealing with more and more non-book as well as book materials.

"Handbook for Parents." By Herbert L. Coon. *The Nation's Schools*, February, 1955.

Schools are constantly being asked the same barrage of questions by succeeding generations of parents. Certainly these queries should be answered, but perhaps the approach adopted by the University School at Ohio State will provide guideposts for a more thorough treatment than is usually employed by most schools. A handbook has been prepared by the school and is based upon questions submitted by parent groups.

"Our Troubles With Defiant Youth." By Fritz Redl. *Children*, January-February, 1955.

Delinquency, as a term, is now so loosely used and widely misunderstood that it seems necessary to clarify its meaning as well as its application. The author compares the word with the popular term "bellyache," which describes anything from indigestion to stomach ulcers and acute appendicitis. The point is made that the behavior referred to as delinquent may actually cover a wide range of entirely different afflictions. Thus, the areas of confusion must be explained. These are taken up individually to show their scope and then the need for additional research is demonstrated.

BOOKS

EDITED BY LOUISE M. JACOBS

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Jean Barr, John M. Beck, Muriel Beuschlein, George E. Butler, Mary E. Courtenay, Ruth M. Dyrud, John F. Etten, Russell A. Griffin, Mabel G. Hemington, Coleman Hewitt, Emily M. Hilsabeck, Louise M. Jacobs, David Kopel, Maurice H. Kraut, Marcella G. Krueger, Melvin M. Lubershane, Dorothy V. Phipps, Eloise Rue, Joseph J. Urbancek, Mary Jean Walsh, and Rosemary Welsch.

FOR TEACHERS AND SUPERVISORS

Forces Affecting American Education. 1953 Year-book of the Association for Supervision and Curriculum Development. 1201 Sixteenth Street N. W., Washington, D. C.: National Education Association, 1953. Pp. 208. \$3.50.

The public schools in recent years have been an increasingly frequent target of severe criticism. Perspective for understanding this expressed discontent is provided in the volume under review. It discusses concisely the underlying issues and the socio-economic forces which have influenced modern education. It describes briefly the activities of prominent organized groups which attack and defend public education. Individual chapters deal, respectively, with the mass communication media as they affect public opinion about education, the implications of research for educational practice, and the responsibilities of both laymen and educators for improving the schools. D. K.

Curriculum Planning—For Better Teaching and Learning. By J. Galen Saylor and William M. Alexander. 232 Madison Avenue, New York 16, New York: Rhinehart and Company, Inc., 1954. Pp. 609.

If schools are to make adequate provision for the individual differences of children then all teachers must be skillful in the art of curriculum construction. This applies to day-to-day program development as well as to long-range curricular plans. Also essential for every teacher is an understanding of the issues involved and the consequences of different kinds of curricular choices. Both an informed intelligence and skill in curriculum planning may well be expected to result from careful study and application of the materials in this comprehensive treatment of the subject. D. K.

Teaching Arithmetic in Grades I and II. By George E. Hollister and Agnes G. Gunderson. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1954. Pp. 163. \$2.50.

Upon cursory examination of this book, it appears to be very good because of the abundance of practical suggestions it contains. There are, however, some inconsistencies. For instance, on one page the authors say, "The first grade teacher will need to spend a great deal of time developing an understanding of the teens." Later on the following statement is made, "By the end of first grade, the pupils should have gained an understanding of addition with sums to six and of subtraction with minuends to six." Even though the authors frequently point out the differences between slow learners and accelerated children, they say, "Under usual conditions it would probably be advisable for him (the accelerated pupil) to be given additional work in the

same area rather than advanced material. Otherwise the range of number concepts treated simultaneously in the classroom becomes too great for the teacher of a large class to handle effectively." Are some of these ideas consistent with results of research in the field of child development? It will be difficult for those who have given much thought to the problem of teaching arithmetic to accept the book in its entirety. M. G. H.

Measurement and Evaluation for the Elementary-School Teacher. By Theodore L. Torgerson and Georgia Sachs Adams. Edited by Albert J. Harris. 31 West 54th Street, New York 19, New York: The Dryden Press, 1954. Pp. 471. \$4.90.

A practical presentation of the kinds, function, construction, administration, interpretation, and use of instruments of measurement and evaluation to enhance learning and teaching. Adequate illustration and extensive documentation clarify and validate the text but do not impede the facility with which it can be read. The chapters dealing with measurement and evaluation of personal-social adjustment offer a particularly lucid, comprehensive treatment of standard and newly developed techniques which, when used with the discretion the authors advise, are valuable teaching aids. Each chapter is summarized and supplemented by problems and a bibliography. Three appendixes are included, one of which offers a selected list of tests stating name of test, grade level, abilities measured, number of forms, working time, and publisher. R. A. G.

Educators Guide to Free Slidefilms. Fifth Annual Edition 1953. By Mary F. Horkheimer and John W. Diffor. Randolph, Wisconsin: Educators Progress Service. Pp. 185. \$4.00.

Contains 621 titles of annotated free slidefilms and slides, including the areas of applied arts, fine arts, health education, science, and social studies. The three indexes cover title, subject matter, source and availability. Items listed are not evaluated. J. J. U.

The Arbuthnot Anthology of Children's Literature. Compiled by May Hill Arbuthnot. Illustrated by Arthur Paul et al. 433 East Erie Street, Chicago 11, Illinois: Scott, Foresman and Company, 1953. Pp. 419.

Mrs. Arbuthnot's three books—*Time for Poetry, Time for Fairy Tales Old and New, and Time for True Tales and Almost True Tales*—have been combined to make up this anthology. Here is a gold mine of stories and poems which is a must for every elementary school teacher, school library, and college class in children's literature. L. M. J.

Gifts to Make at Home. By Marjorie Mueller Freer. 432 Fourth Avenue, New York 16, New York: Studio Publications, Inc., 1952. Pp. 95. \$2.95.

Variety spices this guide. Like a department store, it is organized to include suggestions for all ages and differing needs. Essential information on where to obtain supplies and how to use them is clearly given. From decorative clothespins to peanut brittle, from asbestos-lined oven mitts to cookies that carry greetings, the book is replete with novelty.

R. M. D.

Personality through Perception: An Experimental and Clinical Study. By H. A. Witkin et al. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1954. Pp. 560. \$7.50.

This book, something of a classic, represents ten years' work by six highly competent psychologists and a large corps of assistants. The aim of the study was to investigate one fact-space orientation. The importance of this to the armed services, no less than to those interested in training scientists, engineers, teachers of industrial arts, physical education instructors, and others in occupations too numerous to list, is obvious. The specific approach these investigators have chosen consisted in the study of personality characteristics influenced by perception. Stress was laid on individual differences, not only because individuals do differ but because prediction requires it. And prediction was the goal of these researchers. The variety of approaches used is one of the fascinating aspects of this study. The variety of subjects employed (young and adult, normal and abnormal) makes the findings widely applicable. This is then a volume of great significance not only to the psychology of personality but to the scientific study of human individuals regarded from the viewpoint of concrete life-adjustment problems. It is only fair to say that the volume is not meant for those who have had a single course in psychology. But to those familiar with personality theory and with latter day clinical tests, a reading of this book will prove to be a richly rewarding experience.

M. H. K.

Writing Books for Boys and Girls. Edited by Helen Ferris. Garden City, New York: The Junior Literary Guild, 1952. Pp. 320. \$2.95.

Here over two hundred authors tell how they happened to write their special kinds of books for children. The interesting essays, first written for *Young Wings*, monthly magazine of The Junior Literary Guild, are an inspiration for aspiring writers and an excellent biographical source for students who want to know more about their favorite authors.

L. M. J.

Book of Nursery and Mother Goose Rhymes. Illustrated by Marguerite de Angeli. 575 Madison Avenue, New York 22, New York: Doubleday and Company, 1954. Pp. 188. \$5.00.

"I have loved doing the book," says Marguerite de Angeli in the foreword. It is perfectly obvious that she did; the expressionful illustrations are outstanding. A more enchanting book than this would be difficult to find. Children will love it. Every teacher and child should have a copy.

L. M. J.

Psychoanalytic Theories of Personality. By Gerald S. Blum. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1953. Pp. 206. \$3.75.

In the course of its sixty-odd years of existence, psychoanalysis has developed a sizable body of materials which appear to be quite confusing to most people. There has long been a need for some organized view of the subject presented by a competent student of the

psychology of human development. This need has been met by the author of this volume who has made a name for himself as the inventor of a test (known as *Blacky*) which purports to study personality from a psychoanalytic viewpoint. Conceiving of development in terms of eight basic stages, ranging from the prenatal to the adult, Dr. Blum gives a highly systematized presentation of all the various viewpoints now prevailing in the field. Each chapter is followed by the author's notes giving pertinent researches and viewpoints garnered from non-psychoanalytic fields. The result is a masterpiece of simplicity, clarity, and organization. No one can now claim to be bewildered by the variety of conflicting theories presented by various authors under the guise and aegis of psychoanalysis. No one can now claim that the results of psychoanalytic thinking have no relation to the general body of data on human development contributed by non-analytic psychologists, physiologists, anthropologists, and psychiatrists. Dr. Blum's book should be in the hands of every teacher who is interested in human development.

M. H. K.

The Tall Book of Christmas. Selected by Dorothy Hall Smith. Illustrated by Gertrude Elliott Espenscheid. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1954. Pp. 92. \$1.00.

This book contains a well-selected collection of Christmas stories, poems, and carols, traditional and modern. The illustrations, a large proportion of which are colored, are enchanting. From the standpoint of handling, a standard size width would have been preferred. A useful book for the primary and intermediate grades.

L. M. J.

The Studio Book of Alphabets. 432 Fourth Avenue, New York 16, New York: Studio Publications, Inc., 1953. Pp. 72. \$2.00.

Sixty-seven examples of varieties of lettering and printing are here reproduced, each style shown complete from A to Z and from 1 to 10. Some of the specimens make their debut in this volume while others are printing types, for much of the best lettering exists as type. Included in this handy small reference are serif, sans serif, shadow, script, and freehand alphabets.

R. M. D.

Paper Sculpture. By Mary Grace Johnston. 1089 Printers Building, Worcester, Massachusetts: The David Press, Inc., 1952. Pp. 48. \$3.75.

With a full understanding of both the adaptiveness and the limitations of paper as a structural design medium, the author supplies pertinent information for teachers and display artists. Each of the loose fold-sheets in the folio covers one aspect of suggested experimentation. Skillful photography returns to two-dimensional flatness over twenty spacial constructions to show the frank and uncluttered ways of working which could in many cases be translated into screen, mesh, stiffened cloth, or metal and plastic sheet.

R. M. D.

The United States Books. By Bernadine Bailey. Illustrated by Kurt Wiese. 560 West Lake Street, Chicago 6, Illinois: Albert Whitman and Company, 1954. Unp. \$1.25 each.

Teachers of children in grades six through eight will find these books a welcome addition to their social studies library. A series of factual, well illustrated accounts of our forty-eight states.

Kansas. The state flower and seal are inscribed on the inside of the front cover page of all books in the series. In this book, each of the primary cities is discussed and one relives the days when the six-

shooter ruled the state from Fort Scott to Garden City.

Louisiana. A vivid portrayal of one of the most versatile states in our nation. A brief description in thirty odd pages of Louisiana from its claim by LaSalle to the birth of the blues and the Mardi Gras.

Oregon. A wonderful supporting background to the Oregon Trail story covering the period from early settler days to a glance at the state's future potentialities. A full-page map on the back of the title page of each book of the series aids greatly the pupils' understanding of positional geography.

J. F. E.

Instructional Leadership. By Gordon N. Mackenzie and Stephen M. Corey. 525 West 120th Street, New York 27, New York: Bureau of Publications, Teachers College, Columbia University, 1954. Pp. 204. \$3.25.

The product of a three-year study of leadership practices in the Denver Public Schools, this book presents a psychologically informed statement of the nature of instructional leadership, the factors by which it is influenced, and ways of evaluating and improving its effectiveness. Part of the book describes some of the specific projects undertaken by the participants in their efforts not merely to solve some vexing and practical problems of administration and human relations but also to look critically at themselves and at the job they were doing as leaders.

D. K.

The Scribner Treasury. Introduction and notes by J. G. E. Hopkins. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Pp. 689. \$5.00.

Included in this anthology are twenty-two classics which have been favorites through the years, despite changing literary style. They exhibit a wide range of emotional appeal and a diversity of theme and technique. A few titles will give a clue to the contents: *The Lady, or the Tiger?* by Frank Stockton; *The Burial of the Guns* by Thomas Nelson Page; *The Trail of the Sandhill Stag* by Ernest Thompson Seton; and *The Perfect Tribute* by Mary Raymond Shipman Andrews. Each selection is preceded by a brief note about the author and interesting facts about the story. A book well worth owning.

L. M. J.

FOR YOUNGER CHILDREN

Tunnels. By Marie Halun Bloch. Illustrated by Nelson Sears. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1954. Pp. 92. \$2.75.

An excellent narrative-style book with complete facts on the how of building all types of tunnels. Descriptions of the techniques, apparatus, and problems are treated in a fashion which should be clear to most sixth grade children. Such a book should appeal to the aspiring pre-engineer, his father, or anyone interested in this subject.

M. M. L.

Mike's House. By Julia L. Sauer. Illustrated by Don Freeman. 18 East 48th Street, New York 17, New York: The Viking Press, 1954. Pp. 32. \$2.50.

Robert had been going to the library since he was three years old and had become fond of one book, *Mike Mulligan and His Steam Shovel*. Gradually he came to feel that Mike was his best friend and that the library was Mike's home. But when he became lost one day on his way to the library, he had great trouble explaining to the policeman who Mike was and where he lived. A charming story with fine illustrations. For the primary grades.

L. M. J.

Time for Tales True and Almost True. Compiled by May Hill Arbuthnot. Illustrated by Rainey Bennett. 433 East Erie Street, Chicago 11, Illinois: Scott, Foresman and Company, 1953. Pp. 397. \$3.50.

This is an excellent collection of realistic stories for children. The subjects include animals, life in the United States and in other lands, historical fiction, and biography. The introductions to each division and the bibliography are very helpful. An indispensable volume for teachers and for college classes in children's literature.

L. M. J.

The Doctrines of the Great Educators. By Robert R. Rusk. 60 Fifth Avenue, New York 11, New York: Macmillan Company, 1954. Pp. 303. \$2.75.

This is a revised edition containing abbreviated expositions of the doctrines of thirteen selected educators, from Plato to Dewey. The first edition of this work, published in 1918, was reprinted nine times. In the present edition several chapters are revised and a resume of Dewey's educational philosophy is added. Some readers may disagree with the author's claims of inconsistencies in the cited writings of Dewey. However, the author is in general accord with his educational doctrines. On the whole, students of education will find these readable, interpretative essays most valuable as a survey of educational theory and as a supplement to the individual writings of the thirteen theorists.

J. M. B.

Driving—Today and Tomorrow. By Margaret O. Hyde. Illustrated by Clifford N. Geary. 330 West 42nd Street, New York 36, New York: Whittlesey House, McGraw-Hill Book Company, 1954. Pp. 144. \$2.50.

With some 50 million motor vehicles on the roads it becomes increasingly important that driver training be effective and that it start at an early age. This book could be used in the upper elementary grades as an effective means of developing right attitudes about driving. A simple explanation of why a motor car runs is given, then the operation of the car is explained, and finally the rules of the road are discussed. One section has to do with "signs of danger" relating to the car. Understanding these signs will prolong its life and insure trouble-free driving. The final section attempts to project us into the future and some of the problems involved in driving.

C. H.

The Mission Bell. Written and illustrated by Leo Politi. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Unp. \$2.25.

This is a sympathetic portrayal of the early history of California, of how Father Serra established a chain of missions, and how, by turning the wilderness into a green and fertile land, he made a better and happier life for the Indians he loved. The hardships endured, the discouragement felt by the members of the party when they wanted to return home, and the insistence by Father Serra that they continue the journey parallel the story of Columbus' voyage to America. Simply written and beautifully illustrated in true Politi style, this is an excellent book for grades three to five.

L. M. J.

Let's Try. By Samuel A. Thorn and Jeanne Brouillette. Illustrated by Fiore Mastri and Maidi Wiebe. 1632 South Indiana Avenue, Chicago 16, Illinois: Beckley-Cardy Company, 1953. Pp. 66. \$1.52.

This primer in the Science and Conservation Series presents everyday experiences which children are apt to have, using only a few words above the primer level. In the back of the book the teacher will find helpful

suggestions for first-hand experiences to be used with each story. Some illustrations are excellent.

M. G. H.

Under the Apple Tree. By Odille Ousley. Illustrated by Ruth Steed and Catherine Scholz. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1953. Pp. 128. \$1.36.

This is a primer-level reader in the Enrichment Series. It uses eighty-three of the words already introduced in the basic primer and introduces twenty-four new words. Most of the stories are more or less realistic; there are also four imaginative tales. M. G. H.

Here Come the Bears! By Alice E. Goudey. Illustrated by Garry MacKenzie. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1954. Pp. 93. \$2.25.

Four stories depict the first year in the lives of two bear cubs and their mother. One family are grizzlies, one polar bears, one Alaska brown bears, and the last black bears. Primary children should enjoy the easy text and illustrations which have humor and the feeling of third dimension. E. R.

Pumpkin, Ginger and Spice. By Margaret G. Otto. Illustrated by Barbara Cooney. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1954. Pp. 116. \$2.00.

Three little dachshunds with tasty names belonged to Miss Marvelous who ran the bakery. Their simple everyday adventures supplemented with Barbara Cooney's illustrations should please the second and third grade youngsters who have just mastered reading. A little heavier weight paper would make reading easier. E. R.

The Animal Frolic. By Toba Sojo. 210 Madison Avenue, New York 16, New York: G. P. Putnam's Sons, 1954. Unp. \$2.75.

The illustrations in this book are a reproduction of the Scroll of Animals, a masterpiece of early Japanese art attributed to the founder of caricature art in Japan. The book is likely to have very little appeal for American children accustomed to colorful picture books; the story invented to accompany the pictures is slight. Adults may find some interest in the book from the point of view of Japanese art. L. M. J.

The First Book of Poetry. Selected by Isabel J. Peterson. Illustrated by Kathleen Elgin. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1954. Pp. 114. \$1.75.

Here are favorite poems for the primary and intermediate grades chosen from a variety of categories; they are about interesting people, travel, the world around us, the land of make-believe, the seasons, and animals. Other poems are just sheer nonsense. Well selected from the works of the better poets and illustrated with intriguing black and white sketches. A book worth owning. L. M. J.

Let's Count. By John R. Clark, Charlotte W. Junge and Caroline Hatton Clark. Illustrated by Betty Alden and Revere F. Wistehuff. Yonkers-on-Hudson 5, New York: World Book Company, 1953. Pp. 48.

This first book in the Growth in Arithmetic Series gives the children practice in counting, reading numbers, measurement, money, grouping, and building meaningful quantitative vocabulary. The children will enjoy the bright illustrations and, because the book is not too long, will be able to finish it with a sense of accomplishment in a reasonable length of time. The teacher's edition gives specific directions for using each page. M. G. H.

Linda Goes to the Hospital. By Nancy Dudley. Illustrated by Sofia. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1953. Pp. 48. \$2.00.

Linda's experience is meant to give courage and assurance to the child who knows he must go to the hospital. The story is about a little girl who has appendicitis. In a casual way, it tells about some of her discomforts and some of the routines of the hospital. It also tells about the fun she had with other children. M. G. H.

Pet of the Met. Written and illustrated by Lydia and Don Freeman. 18 East 48th Street, New York 17, New York: The Viking Press, 1953. Pp. 63. \$2.50.

Hilarious and colorful illustrations, sometimes too extravagant, accompany the equally hilarious story of the white mouse who earned his daily cheese as a page turner for the prompter at the Metropolitan Opera House. The story of how Petrini, the mouse, and Mepisto, the cat, became good friends is exciting in itself, but the story of the colorful performance of the *Magic Flute* may create some interest in opera. For grades two to four. L. M. J.

Not Only for Ducks. By Glenn O. Blough. Illustrated by Jeanne Bendick. 330 West 42nd Street, New York 36, New York: Whittlesey House, McGraw-Hill Book Company, Inc., 1954. Unp. \$2.25.

This is a story about rain: why it falls, and its effect on living things. As a vehicle for imparting this information, the author uses a farm boy and his dog. At times the thread of the story is almost lost because the author attempts to include so much factual material. For six- and seven-year olds. M. G. H.

Cowboy Sam and the Indians. By Edna Walker Chandler. Illustrated by Jack Merryweather. 1632 South Indiana Avenue, Chicago 16, Illinois: Beckley-Cardy Company, 1954. Pp. 124. \$1.68.

Boys will welcome this new addition to the Cowboy Sam Series. It is an exciting story about cowboys and Indians and how they live today. Excellent for independent reading. Third grade level. M. G. H.

Nana, the Parlor Boarder. Written and illustrated by Ruth King. 381 Fourth Avenue, New York 16, New York: Abelard-Schuman Press, Inc., 1954. Unp. \$2.00.

A rather inane story about dogs who were staying at a boarding house while their families went abroad. The delightful sketches of the various breeds of dogs should, however, interest children. For primary grades. L. M. J.

Tiger Tizzy. By Joseph Longstreth. Illustrated by William D. Hayes. 381 Fourth Avenue, New York 16, New York: Abelard Press, Inc., 1954. Unp. \$2.00.

In this story you learn the cure for a tizzie. It's the same for people as for animals! The delightful illustrations of the jungle animals are done in black and yellow. A fascinating book for the primary grades. L. M. J.

Making Friends, Skipping Along, and Finding Favorites. By Bernice E. Leary et al. Illustrated by Gregory Orloff. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1953. Pp. 192, 256, and 317 respectively.

Each book is a collection of short stories which make good supplementary reading. Even though no indication of grade placement is given and no statement of vocabulary control is made, there is evidence of progress from the less difficult to the more difficult as far as vocabulary load and sentence structure are concerned. The

first book mentioned probably is for first grade, the next for second grade, and the last for third grade.

M. G. H.

Thanks to Trees. By Irma E. Webber. 8 West 13th Street, New York 11, New York: William R. Scott, Inc., 1952. Pp. 60. \$2.00.

Man's dependence upon trees, not only for their products but also for their services, is told in an interesting manner for middle-grade children. Simple illustrations help to clarify context.

M. G. H.

Bucky Button. By Edith S. McCall. Illustrated by Jack Faulkner. 1632 Indiana Avenue, Chicago 16, Illinois: Beckley-Cardy Company, 1953. Pp. 48. \$1.28.

What happens to Bucky when he goes to work with Father is told in pre-primer vocabulary with only five words from a higher level. Many teachers will be pleased to know that the father in this story does not carry a brief-case and wear a fedora! He drives a truck and delivers packages; therefore he will be much more real to many young readers.

M. G. H.

The Golden Book of Airplanes. By Paul Jensen. Illustrated by Jack McCoy. 630 Fifth Avenue, New York 20, New York: Simon and Schuster, Inc., 1953. Pp. 88. 50 cents.

It is difficult to believe that the entire science of aeronautics could be condensed and presented in a vocabulary suitable for the fifth grade child, but this book does just that. This selection would be excellent for science or social studies units. It traces the history of air travel and its famous people. It gives a fine résumé of air navigation in all forms and presents illustrations of planes in representative stages of their development.

M. M. L.

The Duck. Photographs by Ylla. Story by Margaret Wise Brown. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1953. Unp. \$2.50.

This is a picture book of exceptionally fine photographs of animals. The story of the duck who went to see the world and to show the world a duck is incidental, serving merely to unify the pictures. Every kindergarten needs this book.

L. M. J.

The Golden Bunny. By Margaret Wise Brown. Illustrated by Leonard Weisgard. 630 Fifth Avenue, New York 20, New York: Simon and Schuster, 1953. Pp. 30. \$1.50.

An entire book of stories and poems about rabbits. The illustrations are beautiful; they are Weisgard at his best. The quality of the stories is inferior to the illustrations.

L. M. J.

Big Brother Danny. By Jean Fiedler. Illustrated by Harold Fiedler. 8 West 13th Street, New York 11, New York: Holiday House, 1953. Unp. \$1.75.

Danny really didn't want his baby sister until one day when she was left in his care and she smiled at him. Until this time he disliked not only the baby, but his friends and even himself. This is another story planned to help the child adjust himself to the new baby. For five- and six-year-olds.

M. G. H.

The Buttons at the Zoo. By Edith S. McCall. Illustrated by Jack Faulkner. 1632 South Indiana Avenue, Chicago 16, Illinois: Beckley-Cardy Company, 1954. Pp. 48.

Mother and Father Button and their six children visit the zoo. This amusing story is told in closely controlled vocabulary at the pre-primer reading level. Excellent for individual, independent reading.

M. G. H.

Your Wonderful Teeth. By G. Warren Schloat, Jr. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1954. Unp. \$2.25.

Primarily a picture book containing many black and white photographs and line drawings, it tells the story of Andy and Warren and their teeth. Human teeth, their uses and structure, form the subject matter. Visits to the dentist for repair and straightening are also discussed in a manner that should help the child overcome fear of him. The book should form good supplementary reading for health education classes in the elementary school.

D. V. P.

Reading Can Be Fun. By Munro Leaf. East Washington Square, Philadelphia 5, Pennsylvania: J. B. Lipincott Company, 1953. Pp. 46. \$2.25.

In a humorous, simple way, the author tells why it is an advantage to be able to read and why it is fun. Children learning to read will like to listen to this story.

M. G. H.

The Drawbridge Gate. Written and illustrated by Cynthia Harnett. 210 Madison Avenue, New York 16, New York: G. P. Putnam's Sons, 1954. Pp. 250. \$3.00.

A swiftly moving story of danger, and daring, and suspense, this tale of old London in the days of Dick Whittington, three times lord mayor of the city, will quickly grip the attention of upper-grade boys and girls. They will share eagerly young Dickson's adventures along the historic river, in the old inns of the city, and among the rival bands of apprentices. Underneath all the differences of time and place they will find common interests that bridge the gap between now and then.

M. E. C.

The Steadfast Tin Soldier. By Hans Christian Andersen. Translated by M. R. James. Illustrated by Marcia Brown. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Unp. \$2.25.

Andersen's ever popular story of the adventures of a tin soldier is illustrated attractively, predominantly in soft blue-violet colors, and with a great deal of imagination. An inviting-looking book for grades two to four.

L. M. J.

Cinderella's Mouse and Other Fairy Tales. Written and illustrated by Rosalie K. Fry. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 85. \$2.00.

A group of fascinating, original fairy stories written in smooth-flowing prose and illustrated with delicate black and white sketches. Excellent for reading aloud or for story telling.

L. M. J.

The Lombardy Children. By Helene Laird. Illustrated by Peter Burchard. 2231 West 110th Street, Cleveland 2, Ohio: World Publishing Company, 1952. Pp. 209. \$2.50.

How often can a widow with five children find a wealthy husband with four children, complete with a Nevada swimming-pool-ranch? Aside from this fabulous, rare premise and the too perfect adult background, there are revealing adjustments to the step-family situation made by teenage Penny, and to the fear of horses which is overcome by eleven-year-old Clay.

M. G. K.

The Hidden House. By Margaret Wise Brown. Illustrated by Aaron Pine. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1953. Unp. \$2.50.

Just a lot of confusion and nonsense.

L. M. J.

It Is Night. Written and illustrated by Phyllis Rowand. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1953. Unp. \$2.25.

This picture book attempts to answer the question of where various animals sleep. There is a delightful surprise ending. Except for a few pages on which the illustrations are rather confusing, the drawings are large, full-paged, and unique. A most acceptable book for kindergarten level. L. M. J.

Johnny Jack and His Beginnings. By Pearl S. Buck. Illustrated by Kurt Werth. 210 Madison Avenue, New York 16, New York: The John Day Company, Inc., 1954. Pp. 45. \$2.50.

Five-year-old Johnny Jack, who lived on a farm, was interested in where things came from—eggs, the baby calf, the puppies, and, most important of all, himself. In a gentle, loving way his mother explained the beginnings of things. Some adults will consider this a beautiful story; others will think it is sentimental. It is meant to be an introduction to the beginnings of life. M. G. H.

Cotton Top. Written and illustrated by Jean O'Neill. 419 Fourth Avenue, New York 16, New York: Lothrop, Lee and Shepard Company, Inc., 1953. Unp. \$2.50.

Cotton Top counted all the things that belonged to her and decided she had everything that anyone could ever want. But when she saw her cousin from the city she realized she desired many more things. She soon learned, however, that attaining all one's desires does not necessarily bring greater happiness. The combination of an excellent story and beautiful black and white illustrations on each page makes this a lovely picture book for ages five to seven. L. M. J.

Boxes. By Jean Merrill. Illustrated by Ronni Solbert. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1953. Unp. \$2.50.

A stupid story that has very little to offer: illustrations are likewise. L. M. J.

The Southwest in Children's Books. Edited by Mildred P. Harrington. University Station, Baton Rouge, Louisiana: Louisiana State University Press, 1952. Pp. 124. \$2.50.

This selective bibliography of children's books about the Southwest was compiled to reveal the characteristics and the flavor of this unique and picturesque section of our country. Textbooks, government documents, and pamphlets have been included as well as fiction books. The annotations are concise and pertinent. A contribution of the Southwestern Library Association, this book-list is designed for the elementary school level. A valuable reference. Other regions would do well to compile similar lists. L. M. J.

The Loudest Noise in the World. By Benjamin Elkin. Illustrated by James Daugherty. 18 East 48th Street, New York 17, New York: The Viking Press, 1954. Pp. 64. \$2.50.

Prince Hulla-Balloo's dream of the most wonderful birthday present was to hear the loudest noise in the world. If every person in the whole world would yell "Happy Birthday!" at the same moment, that would be, he felt, the loudest noise. But the idea boomeranged and his birthday turned out to be the quietest—and the happiest day. A universal truth has been beautifully expressed. The illustrations in black and brown are very spirited, but possibly too exaggerated. L. M. J.

Health and Happy Days and Health in Work and Play. By Grace T. Hallock, Ross L. Allen, and Eleanor

Thomas. Statler Building, Boston 17, Massachusetts. Ginn and Company, 1954. Pp. 125 and 159 respectively. \$1.40 and \$1.52 respectively.

These two readers in the Health for Better Living Series are planned for use in the first and second grades. Children will like these stories, which are based on everyday activities. M. G. H.

The American Riddle Book. By Carl Withers and Sula Benet. Illustrated by Marc Simont. 381 Fourth Avenue, New York 16, New York: Abelard Press, Inc., 1954. Pp. 147.

The art of riddling is the world's oldest quiz game; here are over 1,000 riddles that have amused children in many countries over the centuries. While most of them are from the folklore tradition of the English speaking countries, about 100 are from the folklore of as many other nations, local regions, and tribal groups. The illustrations are as humorous as the riddles they depict. A very complete and very interesting collection for the elementary grades. L. M. J.

When the Mississippi Was Wild. Written and illustrated by Le Grand. 150 Fifth Avenue, New York 11, New York: Abingdon-Cokesbury Press, 1952. Unp. \$2.00.

This is folklore simplified for younger children; it is the legend of how Mike Fink tamed the Mississippi River so that it is now neither too wild nor too tame. The impossible exploits of Mike Fink, the exaggerated and actionful illustrations in green and gray, the large print and good page arrangement make this an entirely acceptable book. L. M. J.

Prehistoric World. By Carroll Lane Fenton. Illustrated by James E. Allen. 210 Madison Avenue, New York 16, New York: The John Day Company, Inc., 1954. Pp. 126. \$2.75.

This able selection has a vocabulary for the fifth or sixth grade pupil, and an interest for folks of all ages. It would be a good replacement for the stereotyped primary archeology texts, as the abundant information is easily digested in story form. Illustrations in pen and ink and full-page authentic color prints add concept as well as beauty to the text. M. M. L.

Journey Cake, Ho! By Ruth Sawyer. Illustrated by Robert McCloskey. 18 East 48th Street, New York 17, New York: The Viking Press, 1953. Pp. 45. \$2.50.

This is the outstanding book one would expect from the collaboration of an excellent writer and a gifted artist. The folktale of the Journey Cake that brought good fortune to the old woman, the old man, and Johnny is charmingly retold and is a good story for reading aloud or telling. The illustrations are probably the best of this artist's splendid work. A superb book. L. M. J.

Sal Fisher, Brownie Scout. By L. S. Gardner. Illustrated by Mary Stevens. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1953. Pp. 192. \$2.00.

As a Brownie Scout, plump little Sal Fisher improved so much in working out projects that her older sister, Jane, could no longer accuse her of "having two left hands." Sal learned, too, that other Brownies also had difficulties in gaining efficiency. The book has much interesting information about the origin of the Girl Scouts; and there is a sympathetic portrayal of seven-year-olds like Sal and the wise leadership given by the mothers who served as leaders of the Brownies. For ages seven to ten. E. M. H.

The Mystery of the Old House. By May Nickerson Wallace. Illustrated by Jean MacDonald Porter. 381 Fourth Avenue, New York 16, New York: Abelard Press, Inc., 1953. Pp. 186. \$2.50.

When Richard Davies and his chum Tom set up the D. D. T. D. Detective Agency at the beginning of the summer vacation, they little dreamed where their keen interest in finger printing and "shadowing criminals" would end. To their own amazement it led to the discovery of a hidden treasure in the old Leighton House and the final capture of the thief who raided the secret vault. Middle-graders will follow these exciting exploits with delight, admire the boys' plucky defiance of the scheming crook, and rejoice in the reward which made the summer a "mighty good one" for the young detectives, their families, and their friends. M. E. C.

Jan, the Dutch Barge Dog. Written and illustrated by G. W. Barrington. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1953. Pp. 148. \$2.50.

No jets or rockets are mentioned in this quietly descriptive story of life on a Dutch barge but there is excitement aplenty when Jan, the barge dog, is washed overboard and separated from his master, Young Piet. Jan's adventures before being reunited with his master are sympathetically and graphically told. Discriminating upper and middle grade boys who love dogs and ships and the sea will enjoy this well told story. J. B.

Bright Summer. By Ernie Rydberg. Illustrated by Vera Neville. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1953. Pp. 131. \$2.50.

The story of Teresita will introduce boys and girls to the colorful life of a Mexican settlement in southern California, where gay fiestas highlight long days of fruit picking in the orange and lemon groves. The story abounds in the warmth of good family living and develops a beautiful friendship between an understanding teacher and a devoted little girl which makes life richer and happier for both. M. E. C.

The Happy Lion. By Louise Fatio. Illustrated by Roger Duvoisin. 330 West 42nd Street, New York 36, New York: Whittlesey House, 1954. Unp. \$1.95.

To be friendly with a lion when he is in his house in the zoo is one thing, but to meet him walking down the street is quite another. It is a humorous story in which a little boy proved to be the hero. The caricature-type illustrations are very appropriate for the text. For grades one to three. L. M. J.

Pitschi. Written and illustrated by Hans Fischer. 383 Madison Avenue, New York 17, New York: Harcourt, Brace and Company, Inc., 1953. Unp. \$3.00.

This is a poorly written story about a little kitten who learned through experience that it is better to be oneself than to wish to be something else. The illustrations, though unique, are unattractive and often confusing. For grades one to three. L. M. J.

The True Book of Insects. By Illa Podendorf. Illustrated by Chauncey Maltman. *The True Book of African Animals.* By John Wallace Purcell. Illustrated by Katherine Evans. *The True Book of Health.* By Olive V. Haynes. Illustrated by Mary Gehr. *The True Book of Trees.* By Illa Podendorf. Illustrated by Richard Gates. *The True Book of Science Experiments.* By Illa Podendorf. Illustrated by Mary Salem. *The True Book of Indians.* By Teri Martini. Illustrated by Charles Heston. 26 South Throop Street, Chicago 7, Illinois: Childrens Press, 1954. Pp. 47 each. \$2.00 each.

Seven- and eight-year-olds should not be without this series of books. Even though the vocabulary is controlled, of necessity there are some words not usually found in primary readers. This characteristic, along with the nature of the content, will challenge the gifted child. The attractive and well-planned illustrations will help to clarify the text for the so-called average readers. The books will also appeal to slower readers in the middle grades. M. G. H.

Bufo, the Story of a Toad. Written and illustrated by Robert M. McClung. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1954. Pp. 48. \$2.00.

Scientific facts told in a simple way make up the contents of this attractive book. It will be especially valuable if the teacher plans to have tadpoles in the classroom. Gifted second-graders probably could read this story independently. M. G. H.

Science for Here and Now. By Herman and Nina Schneider. Illustrated by Ray Guigley et al. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1954. Pp. 213. \$1.92.

The care with which the contents of this book was chosen, the simple, straightforward style of presentation, and the clarifying illustrations will make it popular with young readers. Because the book has a grade placement of 1.7, many seven-year-olds will be able to read it with ease. M. G. H.

The Penny that Rolled Away. By Louis MacNeice. Illustrated by Marvin Bileck. 210 Madison Avenue, New York 16, New York: G. P. Putnam's Sons, 1954. Pp. 39. \$2.25.

Here is an inconsequential story about the adventures of Mr. and Mrs. Half-Dollar who lived in a Piggy Bank with their children. The small, fine line illustrations are not likely to interest children. For grades two to four. L. M. J.

Away Went Wolfgang! Written and illustrated by Virginia Kahl. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1954. Unp. \$2.00.

Wolfgang was the only dog in the little Austrian village who couldn't keep a job. He tried hard enough but he succeeded in producing only confusion and chaos; the solution to the problem is ingenious. The story is as exciting as the excitable Wolfgang himself, and good fun. Brightly colored and dashing illustrations add to the hilarity. For grades one to three. L. M. J.

Up the Windy Hill. Written and illustrated by Aileen Fisher. 381 Fourth Avenue, New York 16, New York: Abelard Press, Inc., 1953. Pp. 128. \$2.00.

This is a book of sprightly verse about a variety of experiences of the child world. It is appropriately illustrated with silhouettes. For grades one to three. L. M. J.

Everyday Adventure Stories. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 63 each. \$1.60 each.

Brownie Makes the Headlines. By Ted Wear. Illustrated by Louis Ravielli.

The story of a boy and his lost dog who is soon found again through the publicity of a front-page news story. The contrived plot is a vehicle for introducing a learning situation concerning the operation of a newspaper. A poor story, and one at once too difficult and too cursory for the intended reading audience to learn much about newspaper publishing.

Cross-Country Bus Ride. By Enid Johnson. Illustrated by Louis Zansky.

Eight-year-old twins, Ned and Nancy, with their father and mother spend their vacation at Yellowstone Park, travelling each way by Greyhound Bus. A dull bus story which has for its principal characters two completely spoiled children who are continually begging for things and getting what they beg for. There is too little story and detail about the vacation and adventures at Yellowstone. Nothing but a contrived tract praising the wonders of bus travel.

Make Way for Water. By Eleanor Clymer. Illustrated by J. C. Wonsetler.

Young Peter Venner loves the old farm on which he has been reared and is very disturbed over the probability of having to give up the place to make way for a much needed new reservoir for the distant big city. The theme concerns Peter's growing understanding of the water problem of the city and his final reconciliation to giving up his beloved farm. Both city and farm life are portrayed. The story lacks unity and attempts to cover too much ground. Many important incidents are only superficially treated. The information about watersheds and the water supply for a big city, however, is of interest and educational. The illustrations are well done, particularly the diagrams and end-papers.

Sara's Lucky Harvest. By Helen D. Olds. Illustrated by Paul Valentino.

Farm girl, Sara, and city boy, Robert, at first antagonistic and skeptical toward each other, finally achieve understanding and learn to be good friends. The setting: a Maine potato farm which may sound prosaic but actually provides a basis for an exciting story of farm and animal life. Sara loses her pet deer that she has raised from infancy, but all is well when he is found again. A well written story with a good simple plot and excellent characterization. These people are real, and the smooth flowing style is an achievement in a book of this type—both story and informational. Perhaps the best book yet to come out of this series.

G. E. B.

Whitey Takes a Trip. Written and illustrated by Glen Rounds. 8 West 13th Street, New York 11, New York: Holiday House, 1954. Pp. 87. \$2.00.

Second and third graders will find excitement galore in the latest adventures of Whitey, who drove a team of Uncle Torwal's horses across a long stretch of lonely country to deliver them to their new owner. Children will delight in the resourcefulness and self-reliance with which Whitey meets one emergency after another. Most of all, they will admire the courage with which the young boy does a man's job, saves the life of an injured stranger stranded in a river washout, and wins the respect and honor of a whole town.

M. E. C.

Tinker's Tim and the Witches. By Bertha C. Anderson. Illustrated by Lloyd Coe. 34 Beacon Street, Boston 6, Massachusetts: Little Brown and Company, 1953. Pp. 147. \$2.75.

Tim's father would be in as great demand today as a general repairman as he was as a tinker in Salem in 1692. He held his family together in spite of witch hunts, and even aided in saving other accused people. Suspense is always high in the tale of Tim's wonderings, wanderings, and mishaps, and only the title could be improved.

M. G. K.

The Green-Eyed Stallion. By Bill and Bernard Martin. 3317 Summit Street, Kansas City, Missouri: The Tell-Well Press, Inc., 1953. Pp. 128. \$2.00.

Vern finds that real concern for a killer horse's fate makes some control of it possible. There are several novel twists, a slightly melodramatic romantic angle, and a Korean war veteran character in this Kansas ranch life story.

M. G. K.

Everybody's Island. By Amy Morris Lillie. Illustrated by Dorothy Bayley Morse. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 182. \$2.75.

The Lawrence family makes life in New York City a guided tour of its present and historical points of interest. They come to grips, too, with foreigners and juvenile delinquency. A few well-told episodes are marred by moralistic attitudes about prejudices, by stilted conversations, and by bristling with facts reflecting historical research.

M. G. K.

Territory Boy. By Margaret Phelps. Illustrated by Evelyn Copelman. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1953. Pp. 224. \$2.75.

At the age of thirteen Jode Woodbridge finds himself in charge of his mother and small sister in the unpromising Arizona Territory of 1875. An engrossing story with several quite plausible crises; and with unobtrusive, yet memorable, pioneer, desert, background details of Indians, coyotes, and frontier characters in embryonic Phoenix.

M. G. K.

The Borrowed Monkey. By Jean Bothwell. Illustrated by Margaret Ayer. 381 Fourth Avenue, New York 16, New York: Abelard Press, Inc., 1953. Unpp. \$2.00.

It was surprising to see a monkey in the window of a New Orleans perfume shop. The frightened shop owner was delighted to have seven-year-old Dickon adopt a sailor's lost animal as his temporary pet. Further developments point up the proper care and attitudes toward pets, including sublimating selfish human desires.

M. G. K.

Microbes at Work. By Millicent E. Selsam. Illustrated by Helen Ludwig. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1953. Pp. 95. \$2.00.

This story of the microbe world introduces the young reader to the tiny organisms which surround us. Among these are the organisms responsible for the fermenting of wine, making sauerkraut, pickles, vinegar, and even of greater importance the fertility of soil. Suggestions for easy experiments which the child can perform at home or school give greater appreciation of microbe activity and the role they play in our daily life.

M. B.

Things Around the House. By Herbert Zim. Illustrated by Raymond Perlman. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1954. Pp. 32. \$1.75.

Brief explanations of everyday things inside the house like the doorbell, furnace, electric bulb, and refrigerator are made more explicit through the use of colored diagrammatic illustrations. These conveniences which are important to our health and comfort but which we take for granted in our daily living are interpreted for the young reader. Typical of the recent books by the same author, there are alternate pages of small and large type. Teachers will find the labelled diagrams interesting, distinct, and self-explanatory.

M. B.

Flower Arranging for Juniors. Written and illustrated by Virginia Stone Marshall. 34 Beacon Street, Boston 6, Massachusetts: Little Brown and Company, 1954. Pp. 113. \$2.75.

At long last a direct, lucid explanation of the usually nebulous and esoteric art of flower arranging. A child

is told "just exactly where to start," aided by simple sketches, and encouraged by the use of ordinary flower materials and household accessories. Use of this book will add much to school flower shows, children's parties, and to a general appreciation of the indoor beauty flow-ers can give.

M. G. K.

The News Is Good. By Marie McSwigan. Illustrated by Jill Elgin. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 223, \$2.75.

In the sequel to *Binnie Latches On*, the Horne family carries on in a new suburban Pennsylvania home. Binnie, the middle child, still wrestles with the need to distinguish herself. She succeeds in a series of home, school, and community episodes, mostly connected with her journalistic ability in which she emulates her father. It's another innocuous book for the family relations list.

M. G. K.

Indian Drums Beat Again. By Frances McGuire. Illustrated by John Polgreen. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 123. \$2.50.

A summer at Mackinac Island is action-packed with horses, Indians, and criminals for Rocky Mathews who finally becomes an honorary Ojibway Indian. All of the disasters and denouements just might seem credible to today's audience of the fast TV and comic book plot.

M. G. K.

Winter Danger. By William O. Steele. Illustrated by Paul Galdone. 383 Madison Avenue, New York 17, New York: Harcourt, Brace and Company, 1954. Pp. 183. \$2.25.

Always hungry, often weary, sleeping in the hollow of a tree, trailing the bear, killing the buffalo, fleeing from the hostile Chicamagus, or perforce doing battle with him, eleven-year-old Cajé never knew the shelter and cheer of a cabin until a bitter winter forced his stubborn father to seek refuge with kinsfolk. This swift-moving story of action and excitement will hold young readers spellbound. It will also claim their admiration for the physical endurance and the moral stamina of a boy who, in the face of fear and danger, achieved the stature of a man.

M. E. C.

Our Community. By Richard W. Burkhardt and Ann G. McGuinness. Illustrated by Beth Wilson. 1632 Indiana Avenue, Chicago 16, Illinois: Beckley-Cardy Company, 1954. Pp. 240. \$2.20.

Adequate presentation of the individual's role toward himself and his community and his relationship to the over-all pattern of the American way of life. Discussion questions and activity suggestions follow each topic. Vocabulary is leveled for beginning intermediate grade children. Good source of supplementary reading for a social studies unit.

R. W.

Dinosaurs. By Herbert S. Zim. Illustrated by James Irving. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1954. Pp. 64. \$2.00.

The story of the prehistoric, weird reptile forms captures the imagination of the middle and upper grade pupils. This book relates the story of the dinosaurs which lived over a period of 100 million years and on all continents. It depicts the Age of Reptiles, the various kinds of dinosaurs, their development, food habits, and finally their disappearance. Half-tone illustrations of the different dinosaur types combined with the fascinating story of using clues to unravel the secrets of this age make this interesting reading for the science-minded youngster.

M. B.

Greenhead. Written and illustrated by Louis Darling. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1954. Pp. 89. \$3.00.

The hazards of migration and the year's activities of the mallard duck Greenhead are woven into an exceptionally fine story which interests middle grade pupils as well as high school students. Conservation of wild life and bird banding are included in this volume, which also devotes attention to such topics as speed of flight, moulting of feathers, and diving ducks in general. Beautiful half-tone drawings on every page and large readable type make this book a fine addition to the school science library. Sports-minded adults, too, will find it interesting.

M. B.

The Caves of the Great Hunters. By Hans Baumann. Translated by Isabel and Florence McHugh. 333 Sixth Avenue, New York 14, New York: Pantheon Books Inc., 1954. Pp. 159. \$3.00.

Fascinating narrative depicts the accidental discovery in the South of France by four French boys of one of the most fabulous Ice-Age caves of all time. Many illustrations are reproductions of authentic works concerned with pre-historic man. A significant book with valuable sources of information dealing primarily with ancient cavemen's art.

R. W.

The Magic Pictures—More About the Wonderful Farm. By Marcel Aymé. Translated from the French by Norman Denny. Illustrated by Maurice Sendak. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1954. Pp. 117. \$2.50.

Hilarious absurdity never fails to appeal to the primary department, always capable of the willing suspension of unbelief. The youngest readers will delight in the amusing antics and the incredible achievements of the friendly animals. It is a little unfortunate, perhaps, that mother and father play the role of the scolding, nagging parents throughout the rollicking stories which will stimulate children's imagination and guarantee them hours of good fun.

M. E. C.

It Happened to Hannah. By Ruth Rounds. Illustrated by Dorothy Bayley Morse. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1954. Pp. 123. \$2.50.

In the story of Hannah, "a Methodist from way back," we find an appealing presentation of the interfaith theme, quickened by lively narration and the convincing characters of the loving little girl and her wise grandmother. By a series of experiences springing from a chance misunderstanding, Hannah is led into embarrassing situations, but also into a deep appreciation of the spiritual truth and beauty found in all sincere worship. Boys and girls will reach her earnest conviction that, in different creeds and forms, all men of real faith are seeking "a way of speaking with God."

M. E. C.

The Soup Stone. By Maria Leach. Illustrated by Mamie Harmon. 153 East 24th Street, New York 10, New York: Funk and Wagnalls, 1954. Pp. 160. \$2.75.

In this book the author tried to uncover some of the magic which man has believed in through the ages. There are accounts of the superstitions regarding salt, the handshake, the mirror, sneezing, eating carrots, the origin of forks, and the like. The close relationship between the belief in magic and science is stressed throughout the book. Interesting for social studies and science classes, but most of all for sheer fun.

L. M. J.

City Dog. By Gerald Raftery. Illustrated by L. D. Cram. 425 Fourth Avenue, New York 16, New York:

William Morrow and Company, Inc., 1953. Pp. 216. \$2.50.

The adventures of a boy and his dog always make good reading. When the dog is of champion stock, as fearless as he is faithful, and when the two devoted companions explore field and forest together, the reader is bound to find, in their story, danger and daring and the courage to meet both. The exciting episodes reach a climax in a battle to the death with a full-grown bear. Fine pictures enhance the beauty and the interest of the book.

M. E. C.

Sphinx, The Story of a Caterpillar. Written and illustrated by Robert McClung. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1949. Unp. \$2.00.

This is a picture-story book which shows the steps in the development of the Sphinx caterpillar. Although not a recent publication, this book, with its accurate pictures on each page, the simple text, and the large print, would be an excellent addition to any classroom library.

L. M. J.

Two Little Bears. By Ylla. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1954. Unp. \$2.50.

This is a book of unusual photographs of two bears and their activities. The simple story serves to unify the pictures. A good picture book for the kindergarten library table.

L. M. J.

What We Say. . . By Robert L. Morgan. Illustrated by Peter Hoffman. 215 East 37th Street, New York 16, New York: Sterling Publishing Company, 1953. Pp. 128. \$2.00.

How did such terms as "chicken feed," "jalopy," or "phoney" come into use? The origins of these and a few hundred more of the most popular terms in our current speech are interestingly described and fittingly illustrated in this book. These are fascinating little accounts which will be enjoyed by anyone from sixth grade upward.

L. M. J.

Wish on the Moon. Written and illustrated by Berta and Elmer Hader. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1954. Pp. 40. \$2.75.

A delightful story of how the animals, by wishing on the moon, helped Mrs. McGinty get a lovely spring garden. The illustrations and format are excellent. For grades one to three.

L. M. J.

Haunt Fox. By Jim Kjelgaard. Illustrations by Glen Rounds. 8 West 13th Street, New York 11, New York: Holiday House, 1954. Pp. 217. \$2.50.

Kjelgaard is again at his best in this wilderness tale of Star, the "Haunt Fox," so named because of his special elusiveness and ghostlike qualities. Like the author's superb *Outlaw Red*, this is a story of both the wilderness and its wildlife and civilization as symbolized by the farm country and those men and domesticated animals who live there at the edge of the wilderness. There is a constant interplay of the two ways of life. The day to day vigilance of Star and the other forest creatures is contrasted with the domesticity of young Jack Crowley and his crack foxhound, Thunder. In the end the elusive Haunt Fox is captured by subterfuge only to regain his liberty because of the fairness of the boy hunter. A splendid story told with sensitivity and a deep understanding of "the courageous hunted and the sporting hunter."

G. E. B.

Moving Day. By Helen Train Hilles. Illustrated by Jean Tamburine. East Washington Square, Philadelphia 5, Pennsylvania: J. P. Lippincott Company, 1954. Pp. 63. \$2.00.

This is the story of a family of four who move to a new apartment building from an old wooden home. The

little boy had become very much attached to his first home and dreaded leaving it. Preparing for the move was interestingly told; second graders will enjoy it even though it is quite long and lacks the large colorful illustrations that young children expect to find in stories. Third and fourth graders will enjoy it too.

M. J. W.

Wicki, the little Indian boy, had to overcome many Kalab Smith. 9th and Lavaca Streets, Austin 1, Texas: The Steck Company, 1954. Pp. 44. \$1.50.

Wicki, the little Indian boy, had to overcome many handicaps before he could live up to his name which meant "The Great." Many beautiful full-page colored drawings illustrate the text of this simply written and direct story. Each page of reading matter is decorated with an attractive border of Indian design. For grades three and four.

L. M. J.

Flight Today and Tomorrow. By Margaret O. Hyde. Illustrated by Clifford N. Geary. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1953. Pp. 134. \$2.50.

The author introduces the topic of space travel by reviewing the basic science concepts pertaining to air pressure, forces acting on an airplane, and instrument flying. The influence of air travel on way of life, wherein we measure distance in terms of time rather than miles, leads the reader to the subject of different kinds of jets and their operation. Possibilities for establishing a space station in the future is realistically handled from the point of view of all known facts and the problems which remain to be solved. This is not science fiction. An imaginary rocket trip to this space station, which may become a new "star" in our sky within the lifetime of the young readers, presents some challenging thoughts and many unanswered questions for prospective scientists. This book should be especially appealing to the space-minded enthusiast.

M. B.

The Horse and Pony Book. Written and illustrated by Margaret and Stuart Otto. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1954. Pp. 64. \$2.50.

This fine photographic picture book presents some twenty-four varieties of horses. Their origins, training, and uses, if any, are presented for the average fourth-grade child for school purposes or home reading.

M. M. L.

Bats. Written and illustrated by Charles L. Ripper. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1954. Pp. 64. \$2.00.

The uniqueness of the only mammal that flies is well described and illustrated in this interesting volume. Content and vocabulary are suited to the abilities and interests of intermediate and upper-grade elementary pupils. Habitats, hibernation, reproduction, natural enemies, and food habits as they relate to the balance of nature are among the topics developed in an understandable, concise style. The adaptation of appendages for flying and the highly developed "radar" sense of hearing which contributes to efficient night flying is simply and efficiently described.

M. B.

So'm I. By Ted Key. Illustrated by Frank Owen. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1954. Pp. 68. \$2.50.

This is a zany story about a knock-kneed, bowlegged horse who became a champion. The pictures are as nonsensical as the text. For full appreciation of the humor and repetitive phrases it is best read aloud. For grade three and up.

L. M. J.

EDUCATIONAL CONFERENCES AND CONVENTIONS

April 18-22: National Convention, Department of Audio-Visual Instruction, NEA, Los Angeles, California.

April 26-30: National Convention, American Industrial Arts Association, NEA, Atlantic City, New Jersey.

June 12-14: Annual Meeting, Future Business Leaders of America, sponsored by the United Business Education Association, NEA, Chicago, Illinois.

June 13-16: Nineteenth Annual National Conference, National Association of Student Councils and National Association of Secondary-School Principals, NEA, Ardmore, Pennsylvania.

July 3-8: Ninety-third Annual Convention, National Education Association, Chicago, Illinois.

July 4-7: Twentieth Annual Meeting, National School Public Relations Association, NEA, Chicago, Illinois.

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